**RSED Infants and Toddlers with Disabilities**

**Auburn University Department of Rehabilitation and Special Education**

**1. Course Number**: RSED 5100/6100

**Course Title:** Infants and Toddlers with Disabilities

**Meeting Time/Place: Tuesdays 4:00- 6:20 2108 College of Education Building/Distance Education**

**Office hours: By appointment**

**Credit:** 3 semester hours

**Instructor:** Brandi Brown

**Instructor’s email:** [**brb0138@auburn.edu**](mailto:brb0138@auburn.edu)

**Instructor’s phone: 256-310-7079**

**Office location:** By appointment

**2. Date Syllabus Prepared:** August 2025

3. **TEXTS:**

**Articles from peer reviewed journals will be used for the course and posted on Canvas.**

Akemoglu, Y., Hinton, V., Laroue, D., & Jefferson, V., (2022). A parent implemented shared reading intervention via telepractice. *Journal of Early Intervention, 44*, 190-210.

Hinton, V., Akemoglu, Y., Tomeny, K., & McWilliam, R. (2023). Supporting families from a distance: Implementing routines based home visits via telepractice. *Early Childhood Education*, 1-8.

Campbell, P. H., & Sawyer, L. B. (2007). Supporting learning opportunities in natural settings through participation based services. *Journal of* *Early Intervention, 29*, 287-305.

Crais, E. R. (2011). Testing and beyond: Strategies and tools for evaluating and assessing infants and toddlers. *Language, Speech, and Hearing Services in Schools, 42*, 341-364.

Friedman, S. & Soltero, M. (July, 2006). Following a child’s lead emergent curriculum for infants and toddlers, Beyond the Journal: Young Children on the Web.

Kruk, R. S., Prentice, S., Moen, K., B. (2013). Early childhood education and care (ECEC) and reading acquisition in at-risk readers: Does Quantity matter? Canadian Journal of Behavioral Science, 45, 49-63.

Timmons, B. W., LeBlanc, A. G., Carson, V., Gorber, S. C., Dillman, C., Janssen, I.,…Tremblay, M. S. (2012). Systematic review of physical activity and health in the early years (aged 0-4 years). *Applied Physiology, Nutrition, and Metabolism, 37*, 773- 792.

Tzuo, P. W. (2007). The tension between teacher control and children’s freedom in a child-centered Classroom: Resolving the practical dilemma through a closer look at the related theories. *Early Childhood Education Journal, 35*, 33- 39.

Whitebread, D., Coltman, P., Jameson, H. & Lander, R. (2009). Play, cognition and self-regulation: What exactly are children learning when they learn through play? *Education and Child Psychology, 26*, 40- 52.

**4.** **COURSE DESCRIPTION:** understanding of a family and child centered practices which include the development, implementation, and evaluation of appropriate routine based and curriculum activities for children with mild learning/behavior disabilities and their families in grades N-2. Content also includes extensive exploration of various curricular and development theories, transition, assistive technology, assessment, and program planning.

**5.** **Student Learning Outcomes:** After appropriate learning activities, the student will:

|  | **Child Focused Intervention (DEC)**   * + 1. Demonstrate the ability to **design environments** which promote children's safety, active engagement, learning, participation, and membership;     2. Knowledge of human growth and development and developmental psychology stressing developmental and environmental influences affecting typically developing infants, toddlers, and young children, as well as those with disabilities and developmental delays. **290-3-3-.37 (2)(b)2.** **(Comprehensive Test)**  1. Knowledge of the kinds and nature of exceptionalities and special needs of children from birth through age eight. **290-3-3-.37 (2)(b)1. (Comprehensive Test)** 2. Knowledge of procedures for adapting strategies and resources to the needs of children with disabilities from birth through age eight. **290-3-3-.37 (2)(c)1.** **(Comprehensive Test)**   5. 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;  6. Knowledge of curriculum for research-based intervention across exceptionalities in areas including cognition, language development, motor development, adaptive behavior, and social-emotional development. **290-3-3-.37 (2)(d)1.(i) (Comprehensive Test)**  **Family Focused Intervention (DEC)**  7. Demonstrate the ability to **share responsibility and work collaboratively** with families;  8. Demonstrate the ability to **plan** and **implement strategies**, which **strengthen family functioning;**  9. Demonstrate the ability to **individualize services** to families based on their unique characteristics;  10. Demonstrate the ability to use **strengths- and assets-based practices;**  11. Demonstrate the ability to provide a variety of **family intervention options**;  12. Knowledge of family-centered assessment using formal and informal techniques and instruments appropriate for children with disabilities from birth through age eight. **290-3-3-.37 (2)(e)1. (Comprehensive Test)**  **Teaming (DEC)**  13. Demonstrate the ability to facilitate **family members** in the **decision making** process;  14. Demonstrate the ability to **cross professional boundaries;**  15. Demonstrate the ability to **focus intervention on function**, not services;  16. Demonstrate the ability to **apply primary discipline** to the early intervention process;  17. Demonstrate the ability to perform **professional roles** of **service coordinator, team consultant, or direct service provider**;  18. Demonstrate the ability to provide services both directly and by **consultant/coach model;**  19. Demonstrate the ability to provide service in **partnership with family members and other team members;**  **Technological Applications (DEC)**  20. Demonstrate the ability to **use assistive and instructional technology** in intervention programs for children;  21. Knowledge of assistive technology appropriate for children with disabilities from birth through age eight. **290-3-3-.37 (2)(d)1.(ii) (Comprehensive Test)**  22. Demonstrate the ability to **collaborate with families** and **other professionals** in planning and implementing the use of assistive technology;  23. Demonstrate the ability to **work with families and professionals** to **use technology** to **access information and support;**  24. 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)**  25. Demonstrate knowledge of ways to **help families and professionals proactively shape policy** at the federal, state, and local level;  26. Demonstrate knowledge of ways to **facilitate public policies** which promote use of recommended practices;  27. Demonstrate knowledge of ways to **promote public policy and administer programs** which facilitate family participation in decision making;  28. 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**  **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;**  **Individualized Family Service Plans**  44. Demonstrate the ability to assist families in the development of their **initial IFSP in accordance with federal and state regulations;**  45. Ability touse family-centered assessment and formal and informal instruments appropriate for children with disabilities from birth through age eight. **290-3-3-.37 (2)(e)2. (IFSP Project)**  46. Ability to plan, implement, and evaluate family-centered programs designed to meet the needs of children with disabilities from birth through age eight. **290-3-3-.37 (2)(d)2.(ii) (IFSP Project)**  47. Demonstrate the ability to assist families in the development of their **6-month reviews/cumulative IFSP in accordance with federal and state regulations;**  48. Ability to plan and facilitate transition programs within and outside the school setting. **290-3-3-.34** **(2)(a)3.(ii) (general) (IFSP Project)**  **Natural Environments**  49. 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;  50. Demonstrate the ability to provide services through a **home visit** format;  51. Demonstrate the ability to respect the family’s **cultural – life ways** in service delivery;  52. Demonstrate the ability to respect the **linguistic – primary/secondary language** of families;  53. Demonstrate the ability to respect the **ethnicity – race of families** in service delivery;  **TOPICS FROM CURRENT LITERATURE**  54. Demonstrate the ability to integrate current brain research; and  55. Demonstrate the ability to collaborate with families proactively to respect abuse/neglect requirements. |
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6**. COURSE CONTENT SCHEDULE**

| Date | Topic | Readings | Assignments Due |
| --- | --- | --- | --- |
| 8/19 | Course Overview Routine and Assignments |  |  |
| 8/26 | Early Intervention Overview |  |  |
| 9/2 | Child Find |  | Start developmental milestone project as a class |
| 9/9 | Child Development  Introduction to EcoMAP and Routines Based Interview |  |  |
| 9/16 | Routines Based Interview Video and Reaction |  | Observation of toddler/infant due  Child Developmental Milestone Assignment Due  RBI assignment discussion due |
| 9/23 | Class Routines Based Interview Session  EcoMAP to Family Priorities |  | Start Routines Based Eco MAP and Interview Assignment |
| 9/30 | Adult Learning theory  Building Capacity of Families  Writing observable and measurable outcomes |  |  |
| 10/7 | Writing Outcomes |  | Eco MAP and RBI assignment Due |
| 10/14 | IFSP  Interdisciplinary Collaboration  Transition Best Practices  Learning through Play and Adult Interactions |  | Start IFSP |
| 10/21 | Parent Implemented Interventions and Adult Learning Theory  Routines Based Home Visits |  | IFSP due |
| 10/28 | Learning Communication and Social skills through Play with Accommodations, Interventions, and Assistive Technology |  | Start Home Visit Assignment |
| 11/4 | Learning Cognitive skills through Play with Accommodations, Interventions, and Assistive Technology |  | Home Visit Assignment due |
| 11/11 | Learning Motor and Adaptive skills through play with Accommodations, Interventions, and Assistive Technology |  |  |
| 11/18 | Review |  |  |
| 12/2 | Comprehensive Test/Final IEP |  |  |
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**7. COURSE REQUIREMENTS/EVALUATION:** Students are required to: a) successfully complete all required projects and give to the instructor no later than the date designated for each project, b) take and pass all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials prior toattending classes. Assignments are listed with checklists at the end of the syllabus.

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**8. 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:

**Undergraduate and Graduate Students**

Developmental Milestones **(RSED 5100 only)** 10 points

Routines Based Interview Assignment 25 points

IFSP draft and final 20 points (5 points for draft and 15 points for final)

Article Review with IFSP (**graduate students only**) 10 points (**RSED 6100/6106 only**)

Routines Based Home Visiting Plan 25 points

Test 20 points

Total Points 100 points for undergraduate/ 100 points for graduate

**Undergraduate Graduate**

**A = 90-100 A = 90-100**

**B= 80-89 B= 80-89**

**C= 70-79 C= 70-79**

**D= 65-69 D= 65-69**

**F= 64 and below F= 64 and below**

**9. CLASS POLICY:**

***Group Work:*** For the lesson demonstration and low incidence disability project, students have the option of working in groups. In choosing this option, each student chooses to accept the roles and responsibilities required for this type of work. Group work may involve conflict and problem solving and students are expected to engage in these processes independently. The instructor will not settle disputes between group members. The instructor will assume that all names written on a final project contributed equally. Students who cannot or choose not to work with others will complete projects independently. Special educators team with a variety of other individuals including parents, professionals, and paraprofessionals to provide comprehensive services to children and families. As team members, individuals complete their responsibilities in a timely fashion.

***Attendance:*** Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

***Assignments:*** All assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. A**ssignments will be uploaded in Canvas. Please do not email me assignments, they will not be graded.**

All assignments must be turned in the day each are due. Assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit. A brief description of each assignment is provided.**

**Developmental Milestone Assignment (undergraduate students only)**

A table of developmental milestones will be created for the following ages 2 months, 4 months, 6 months, 9 months, 1 year 18 months, 2 years, and 3 years**.** The table will include social and emotional, language/communication, cognitive, and motor developmental milestones. See rubric in Canvas.

**Routines Based Interview**

Each person will take on a role of interviewer, note taker and fidelity checker. The interviewer leads the interview but anyone may ask questions. The note taker (s) record responses, star concerns, and record caregiver ratings. The fidelity checker (s) mark the interview behaviors that occurred as yes or no and ask questions to gather information.

You will implement a Routines Based Interview in which you use the protocol and follow the fidelity checks. Fidelity checks include the Eco MAP and the interview. You will complete the Eco MAP that includes family friends support, work support, leisure support, health support, and educational support. You will ask the caregiver “What are your main concerns?” Then you will ask, “How does your day begin?” or “Who wakes up first?” You will ask questions that gather information about participation, independence, communication, and social relationships for the child who qualifies for services and the members of the family. Any concerns or participation that does not meet developmental milestone criteria or the caregiver says is a concern you star in the left column. At the end of each time of day you will ask If you have to rate this time of day, rate it from a 1 for being the worst possible to a 5 being the best possible. The rating is recorded on the right side and a line is draw to separate the time of day. The interviewer then asks “What comes next?” You will ask questions about each routine of the family’s day until you get back to wake up time. After each routine is described you will ask the caregiver the three questions: “Do you have time for yourself or to spend with someone else? When you lie awake at night what do you worry about? If there is anything you would like to change about your life, what is it?”

After the interview the note taker (s) one at a time will read the notes to the caregiver. Each note taker will say I am going to refresh your memory of concerns you mentioned and then read the notes. After the notes are read, the interviewer will take out a clean sheet and say to the caregiver “What are things you would like to be on the list to work on?” The caregiver should come up with at least 10 things. If the caregiver does not then the note taker (s) allow the caregiver to see the notes to refresh memory. Once at least 10 things are listed the interviewer will say to the caregiver, “This is not true, but if you had to choose only one thing to work on what would it be?” The interviewer rates the thing as 1. This is done for each item listed. The individuals taking fidelity checks will still mark items on the checklist as if it occurred or not and assist the interviewer in asking questions.

**Home Visiting Plan**: **Directions Overall for the RBHV Project**

You will be assigned to different groups. You will work together as a group for the entire project. You will be assigned a family or a case study of a family in which an individual (not a person from your cooperative group) will take on a role of caregiver. The case study includes intake data about how the child qualifies for services and results from formal summative assessments, Routines Based Interview data, and an IFSP. You will create a routines based home visiting plan that incorporates dues process safeguards and recommended practices for diverse families as a group.

**Directions for the RBHV Plan**

The team will use the template for the RBHV plan. Data from the case study, Routines Based Interview, and IFSP will be used to develop the plan. The team together will develop a greeting that includes a way to let the family set the agenda such as asking, “How is everything going?” Using the information from the case study, the Routines Based Interview, and IFSP, the team then chooses a couple of outcomes to focus on that includes a time of day that aligns with the caregiver’s routine. The team gives the caregiver options of outcomes and times of day to choose from. The caregiver chooses one outcome.

After the greeting the team will develop at least four questions that are open ended about the outcome. Based on answers to the questions the team will discuss and provide an evidence based or recommended strategy for the outcome. How the strategy would be demonstrated is included which also involves asking the caregiver for permission to demonstrate the strategy. The option to have the caregiver demonstrate the strategy is provided by the team. Praise and feedback that is respectful to the caregiver should be included.

A wrap up will then be included in the plan. The wrap up is a reflection about what was done in the visit and a solicitation for caregiver feedback. Emotional, informational or material support must be provided. Goals for the next visit will be set with caregiver input.

\*\*\*\*For extra credit include a reference page in which the team provides citations of the strategy that was demonstrated.

**Individualized Family Service Plans (IFSP)**

Individuals will be assigned the role of service coordinator, therapist, special instructor, and caregiver. The service coordinator will write the IFSP as the group meets to discuss intake information from the case study, the Routines Based Interview, and the list of prioritized items. The therapist, special instructor and caregiver will discuss and provide language to the service coordinator for what to write on the IFSP. All developmental domains must be taken into account. Strengths of the child must be identified as well as concerns and needs in the case study and Routines Based Interview. The team discusses how to convert the items from the list into outcomes for the IFSP and procedures for services. Outcomes and procedures must be observable and measurable and use family friendly language. Every family priority must have an outcome and procedure. There must also be at least one family wide outcome included. All five domains of development have to be considered and procedures that address risk factors, developmental delay or disability have to be included. The team will also discuss a transition plan and procedures to assist the family in a transition from Part C to a Part B setting. The discussion should include the differences in Part C and Part B services, available settings, notification to the LEA, and procedures to take place for the transition.

\*\*\*\* For extra credit a reference page in which citations of the evidence based procedures and recommended practices are provided.

**Article Summary (graduate students only)**

You will write a summary of an article from a peer reviewed journal that pertains to issues in infant and toddler intervention. A rubric will be provided in Canvas.

**TEST**

The test will cover the material from lectures, assignments, activities, and information from the required texts. A review will be provided.

***Accommodations:*** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

***Professionalism:*** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University’s Tiger Cub regarding classroom behavior and honesty.

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See *Tiger Cub*). **No computers are allowed to be open and on during lectures or when having class discussions unless it is an accommodation required.**

**Honesty Code**: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. The Auburn Academic Honesty Code is found in both the Tiger Cub and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See *Tiger Cub* for steps toward redress.

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

**Course Expectations:**

* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to an illness, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2025. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:**This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

RSED 5100/6100-Assessment and Early Intervention

| Course Objectives | Course Assessments | | | |
| --- | --- | --- | --- | --- |
| Test | IFSP |  |  |
| 1. Ability to plan and facilitate transition programs within and outside the school setting. **290-3-3-.34** **(2)(a)3.(ii) (general)** |  | X |  |  |
| 1. Knowledge of the kinds and nature of exceptionalities and special needs of children from birth through age eight. **290-3-3-.37 (2)(b)1.** | X |  |  |  |
| 1. Knowledge of human growth and development and developmental psychology stressing developmental and environmental influences affecting typically developing infants, toddlers, and young children, as well as those with disabilities and developmental delays. **290-3-3-.37 (2)(b)2.** | X |  |  |  |
| 1. Knowledge of procedures for adapting strategies and resources to the needs of children with disabilities from birth through age eight. **290-3-3-.37 (2)(c)1.** | X |  |  |  |
| 1. Knowledge of curriculum for research-based intervention across exceptionalities in areas including cognition, language development, motor development, adaptive behavior, and social-emotional development. **290-3-3-.37 (2)(d)1.(i)** | X |  |  |  |
| 1. Knowledge of assistive technology appropriate for children with disabilities from birth through age eight. **290-3-3-.37 (2)(d)1.(ii)** | X |  |  |  |
| 1. Ability to plan, implement, and evaluate family-centered programs designed to meet the needs of children with disabilities from birth through age eight. **290-3-3-.37 (2)(d)2.(ii)** |  | X |  |  |
| 1. Knowledge of family-centered assessment using formal and informal techniques and instruments appropriate for children with disabilities from birth through age eight. **290-3-3-.37 (2)(e)1.** | X |  |  |  |
| 1. Ability touse family-centered assessment and formal and informal instruments appropriate for children with disabilities from birth through age eight. **290-3-3-.37 (2)(e)2.** |  | X |  |  |