

Agenda
EPSY Department Meeting
February 7, 2014 – 9:30 a.m. to 11 a.m.
Gentry 144

1. Welcome
2. Corrections to December Minutes (see attachment)
3. Guest Presentation—Lindsey Le Gervais with Graduate Student Update
4. Announcements
 - a. Welcome New Faculty—Dr. Ron Beghetto
 - b. Joanne Roberge Update (Bray)
 - c. Annual Compliance Training (see Attachment)
 - d. Grant Writing Workshop on March 21 (see Attachment)
 - e. Update Publications for Website
 - f. Accomplishments for Kornegay (see Attachment)
 - g. George Yancy Discussion on Race on March 3 (see attachment)
 - h. Recent Senate Discussions
 - i. Possible IRB Changes (see Attachment)
 - j. Update on Budget Issues and Ledger 2 Carryover
 - k. EPSY Travel Support for Outstanding Graduate Applicants
 - l. Other
5. Action Items
 - a. Approval of Four New Special Education Courses and Certificate in the Education of Infants and Young Children with Disabilities or Delayed Development (see Attachments)
 - b. CILT Concerns about International Student Health Insurance (Young – see attachments)
 - c. Other
6. Committees Issues
 - a. Faculty Search Updates
 - i. MEA –Swami
 - ii. Online – Siegle
 - iii. Special Education –Madaus
 - iv. Counseling – Colbert
 - b. Sunshine Committee (\$40)
 - c. Scholarship Committee (Sanetti)
 - d. Other
7. Recognition of Former Program Coordinators
8. Other
9. Adjourn

Don't forget NSoE Dessert Competition after NSoE Meeting This Afternoon.

Attachment for Item 2: Corrections to December Minutes
EDUCATIONAL PSYCHOLOGY DEPARTMENT
FACULTY MEETING MINUTES
December 6, 2013

Attendees: M. Bray, S. Brown, R. Colbert, M. Coyne, S. Everett, J. Freeman, J. Goldstein, J. Gubbins, J. Joo, O. Karan, T. Kehle, T. La Salle, C. Little, A. Lombardi, J. Madaus, B. McCoach, J. O'Neil, C. Rhoads, J. Rogers, L. Sanetti, D. Siegle, B. Simonsen, H. Swaminathan, J. VanHeest, S. Ware, M. Welsh, M. Yakimowski, M. Young, S. Kornegay, and R. Wilgus

1. Welcome

The meeting commenced at 9:35 am.

2. Minutes

There were no changes to the November meeting minutes. Minutes will stand as presented.

3. Announcements

S. Kornegay and R. Wilgus were invited to attend the departmental meeting. S. Kornegay reminded the faculty of her responsibilities to the Neag School of Education. She is required to keep the website updated. There should be current photos of all faculty. She also does media coverage and will share information with external outlets. She coordinates and produces the "Spotlight" every other month. S. Kornegay posts on Facebook as well as twitter. During the 2nd and 3rd weeks of January, she will be producing 60-90 second videos of professors and their research interests. All professors are invited to participate.

R. Wilgus is a liason to the Alumni Association. She is a member of the alumni board and oversees the meetings, which occur every other month. She is able to assist with conferences, etc.

- a. Lindsey Le Gervais was not able to attend the meeting.**
- b. Preston Green requested information about interest in a summer course he is considering teaching. He also teaches at the law school.**
- c. SIS is having some issues with grad applications. C. Lowe and C. Joyce are working with the graduate school to clarify the issues.**
- d. SHARE grant recipients have been awarded by the university. The Neag School of Education received five (5) of these grants – three (3) were awarded to Educational Psychology Department students and faculty.**
- e. The Dean sent an email to all the department heads concerning nominations for the Distinguished Alumni. Faculty are encouraged to nominate individuals.**
- f. PTR is moving forward. The letters are being written by the Dean's office. By January 30, 2014 everything should be determined.**
- g. RAC – M. Coyne is the NSoE RAC representative. The large faculty grant program is being revised. The committee is looking for any thoughts the**

faculty might have about the competition. M. Coyne will forward any thoughts to the twenty (20) member committee.

- h. J. Crouse attended a previous meeting to explain the carryover issue. The University is reconsidering its thoughts about the carryover. It might be determined on a case-by-case basis.
- i. S. Rosman will be sending emails reminding individuals of the accounts which will be expiring on December 31, 2013.
- j. Everyone has been emailed a copy of the electronic letterhead. It will need to be altered slightly to include the correct name, phone number, and email address.
- k. Next Tuesday and Thursday, December 10 and December 12, there will be Dean's candidates here to visit. The Dodd Center will be recording the Q&A sessions.
- l. Joo will be organizing a workshop today, December 6th at 11:30 am.
- m. The University will be dealing with a new travel agency – Sanditz. All travel agency arrangements will go through them.
- n. M. Yakimowski will be sending alumni surveys today. There will be an exit survey completed again this year about two weeks before graduation. Mary will also be conducting another colloquium in house again and would like individuals to contact her concerning being presenters.
- o. There is a first deadline of January 21st for Multicultural Scholarships.
- p. The Dean's office will have an end of the year celebration on December 13th, which will be held in the atrium from 3:00 – 6:00 pm.
- q. Del and Betsy will be hosting a holiday celebration at their home on December 12th from 5:00 – 7:00 pm.
- r. Brandi Simonsen will be on sabbatical for Spring 2014.
- s. Jason Stephens will be returning to the faculty for Fall 2014.

Mary Beth Bruder will be conducting a 12 credit certificate program in early childhood education. She would like the program to begin in the Fall 2014.

SPSS class will take place on Tuesdays, 3:00 – 4:00 pm. Jessica Flake will be the instructor.

4. Action Items

- a. S. Brown proposed moving EPSY 3010 from junior year to sophomore year. The motion was included with the December agenda. M. Yakimowski seconded. The motion was unanimously approved.

5. Committee Issues

- a. i. The final MEA candidate will be arriving on Monday, December 9th.
 - ii. The online position will have two candidates coming to visit.
 - iii. Special education completed four interviews and will probably make the decision today.
 - iv. The counseling position presently has an offer on the table. They are waiting for a decision.
- b. Sunshine Committee is requesting \$40 from each faculty member.
 - c. Formation of professionalism Committee – send email to Del.
 - d. Nothing

6. Other

Nothing

7. Orv Karan is retiring. Dean DeFranco, former Dean Schwab, Vice Provost Reis, former Department Heads Brown and Swaminathan, and colleagues O'Neil and Colbert spoke of Dr. Karan's contributions. Bray, on behalf of the faculty, presented Dr. Karan with a UConn chair.

8. Adjourn

A motion to adjourn was made by O. Karan. It was seconded by M. Coyne. Meeting adjourned at 11:10 am.

Annual Compliance Training 2014

Registration for **live** sessions of the University's Annual Compliance Training is now available on www.prodev.uconn.edu. Live training sessions at the Storrs Campus will be held in the Konover Auditorium at the Dodd Center. Seating is limited and registration is recommended. Faculty, staff and **all new employees** are required to complete the University's Annual Compliance Training.

This year's Compliance Training topics will include information on Campus Security, Grant Management, Working with Industry and the State Code of Ethics.

We anticipate online training will be available in mid-February.

If you have questions about the training, please call Liz Vitullo at 486-2530 or email compliance.training@uconn.edu.

Liz Vitullo

Compliance and Public Information Specialist

Office of Audit, Compliance and Ethics

Telephone: (860) 486-2530

Reportline: 1-888-685-2637

www.audit.uconn.edu

•

Attachment for Item 4d: Announcement: Grant Writing Workshop on March 21

- **Register! Grant Writing Workshop Friday, March 21**

Grant Writing Workshop

Friday, March 21, 2014

The University has established a 5-year contract with the company, Grant Writer's Seminars and Workshops LLC (<http://www.grantcentral.com/>) and has reserved *Friday March 21, 2014* (during Spring Break) for a one-day *Write Winning Grants* workshop to be conducted on campus. Several university faculty have attended this workshop and found it very worthwhile.

The focus of the workshop will be general in nature (i.e., best practices for grantsmanship success) with examples and materials relevant for PIs applying for NIH, NSF, and USDA grants as well as other federal agencies. We believe the workshop will be especially beneficial to both new and established faculty who have not previously applied (or unsuccessfully applied) for federal funding.

The Office of Research and the Neag School Dean will cover your workshop costs.

Please notify Marijke Kehrhahn (Marijke.kehrhahn@uconn.edu) as soon as possible of your intention to participate, as space is limited.

For more information, contact: Marijke/Deans Office at 0248

Attachment for Item 4f: Announcement: Accomplishments for Kornegay

Hi all,

I'm seeking news items on faculty, staff and students from your departments. We would love to hear about what's going on in your area: research, publications, awards, presentations, etc. Outside of those categories, general news items are welcome too!

At a minimum, they will be published in our Accolades section in Spotlight (see below link) and shared at the next faculty/staff meeting.

<http://spotlight.education.uconn.edu/2014/accolades-read-about-the-news-and-accomplishments-from-our-students-alumni-and-facultystaff-10/>

They would also be potential for the Provost's Report (major accomplishments survey), story ideas (Spotlight, UConn Today) and external media coverage, so please share your news!

Thank you!

Shawn Kornegay
Director of Marketing & Communications
Neag School of Education

University of Connecticut
249 Glenbrook Rd., Unit 3064
Storrs, CT 06269-3064
Phone: 860-486-3675
Mobile: 469-417-9593
shawn.kornegay@uconn.edu
www.education.uconn.edu

Attachment for Item 4g: Announcements: George Yancy Discussion on Race on March 3

The Department of Ed Leadership will be partnering with some other campus departments and groups to co-sponsor a talk on race. George Yancy, Professor of Philosophy at Duquesne University, will spend the day with us on March 3. If you are interested, please hold your calendars for his talk on **Monday, March 3 at 4 pm** and feel free to let your students know. More details to follow. We are also planning on holding a one-hour informal discussion sometime during the day where George will speak on pedagogical challenges when the subject of race is taught within predominantly white classrooms.

George Yancy
Professor of Philosophy
Duquesne University
March 3 4:00 pm Place: TBD

Title: How it Feels to be a Racial Problem/Essence: An Elevator Encounter

Abstract:

Yancy explores the phenomenological dimensions of what it means to be embodied as Black within the context of an elevator with an encounter with a white woman. He explores the ways in which the white gaze ontologically truncates his body, returning his body back to him as an essence, and as a racial problem. He suggests that white people need to pose the question: how does it feel to be a *white* problem? He argues that whites need to face loss and crisis when it comes to their whiteness, to let go of the Black imago and thereby to redo their identities.

Attachment for Item 4i: Announcements—Possible IRB Changes



January 14, 2014

Dear Colleagues,


Within the Office of the Vice President for Research, Research Compliance Services (RCS) provides oversight and support to three faculty committees responsible for (1) the protection of human subjects involved in research; (2) the ethical use of animals in teaching and research; and, (3) the safety and containment issues related to research and teaching involving recombinant and synthetic DNA, biological agents and toxins. These three oversight committees are the Institutional Review Board (IRB) for human subjects, the Institutional Animal Care and Use Committee (IACUC) for animals, and the Institutional Biosafety Committee (IBC) for recombinant or synthetic DNA, biological agents, and toxins. Each committee is charged with determining whether appropriate procedures and safety measures are proposed and that the relative risks associated with a specific scientific protocol are justified by the benefits gained in knowledge or value to society as a result of University research and/or teaching activities.

The ability to judge relative risk versus benefits to research and teaching requires a breadth of understanding of scientific knowledge areas and research design, as well as a thorough understanding and adherence to national standards and rules for research subject protections and procedures for mitigating risk. Research Compliance Services has done an exceptional job ensuring appropriate protections are in place while facilitating the research of our faculty. Furthermore, the three faculty compliance committees have devoted a remarkable amount of time and effort to ensuring appropriate review of proposed protocols. However, we can and must continuously evaluate and improve our policies, procedures, and practices in these areas. In addition, we expect to see a considerable increase in the number of our faculty using human subjects, animals, and bioagents/recombinant DNA in their research over the next few years as our faculty numbers grow, as well as a result of an increased emphasis on research areas that depend on the activity of these compliance committees.

After serving my first six months as the Vice President for Research, I believe it is now appropriate to conduct a review of the operations of our three Research Compliance Committees and to identify best practices, policies, and procedures that further our goals to ensure compliance while facilitating faculty research productivity. For example, our compliance committees may be better served by separating the scientific review process from the evaluation of risk, or perhaps by expanding the committee membership for greater disciplinary representations.

I am therefore forming a Research Compliance Advisory Group to review our current practices and procedures related to each of these committees and to provide recommendations to me by April 15, 2014. I ask your assistance by providing names of 1-2 individuals you believe would make meaningful contributions to this process. Please forward names to me by January 24, 2014.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Seemann". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jeff Seemann
Vice President for Research

Cc: President Susan Herbst
Provost Mun Choi



January 6, 2014

Dear Colleagues,

More than two decades ago the UConn Internal Grants Program (*i.e.*, the Faculty Large and Small Grants) was designed and initiated with the intent of providing support to our faculty to aid them in advancing their research and scholarship. This program, funded by indirect cost returns generated by faculty grants, has remained substantially unchanged during this period of time despite substantial changes in the national funding landscape, institutional priorities, and the emergence of UConn as a nationally prominent public research university.

With the arrival of Next Generation Connecticut funding and the associated development of a new academic master plan, the Research Advisory Council (RAC) unanimously recommended that we delay the Spring 2014 Faculty Large Grant competition so that the institution might take a fresh look at the internal grants program and make recommendations for how it might better advance the research capacities of UConn, help make UConn faculty singly and collectively even more successful in their research and scholarship, and ensure that the goals of this program are well aligned with all our other institutional plans and resources for research growth. The RAC further recommended that the funds allocated for the spring Large Grant competition be rolled over and incorporated into the new program(s) and launched in Fall 2014. We have accepted these recommendations and will be working with the RAC during the Spring 2014 semester to develop a set of recommendations about the future of UConn's internal faculty grants.

Please note that the Faculty Small Grant competition, Interdisciplinary Colloquia Series, and Faculty Travel will continue as scheduled during the spring 2014 semester.

As many of you know, the RAC was reconstituted during the fall semester of 2013. For the first time, the RAC is now a faculty-only body with representation from every school and college at UConn. Members are now appointed by the deans of their respective schools and colleges. We have asked the RAC to take a fresh look at the internal faculty grants program by first considering what outcomes for research at UConn we want from the investment of limited indirect cost funds into this program, and then to draft a set of recommendations for an Internal Grants Program that will yield those outcomes. Please feel free to contact the RAC representative from your school or college (please see the attached list) to share your thoughts and ideas about the future priorities of the internal faculty grants program. Also feel free to contact either of us.

We look forward to a productive discussion over the next few months and to sharing the recommendations of the RAC with the University Senate.

Sincerely,

Jeff Seemann
Vice President for Research

Mark A. Boyer
RAC Chair

Research Advisory Council 2013-2014

Chair: <i>Mark A. Boyer, Political Science</i>	
<i>Agriculture & Natural Resources</i>	Ji-Young Lee
<i>Agriculture & Natural Resources</i>	Kumar Venkitanarayanan
<i>Business</i>	Nicholas Lurie
<i>Business</i>	Zeki Simsek
<i>Dental Medicine</i>	Ivo Kalajzic
<i>Education</i>	Michael Coyne
<i>Engineering</i>	Yaakov Bar-Shalom
<i>Engineering</i>	Baki Cetegen
<i>Fine Arts</i>	Richard Bass
<i>Law</i>	Sachin Pandya
<i>Liberal Arts & Sciences</i>	Marysol Asencio
<i>Liberal Arts & Sciences</i>	Ming-Hui Chen
<i>Liberal Arts & Sciences</i>	Clare Eby
<i>Medicine</i>	Kevin Claffey
<i>Medicine</i>	Pramod Srivastava
<i>Nursing</i>	Xiaomei Cong
<i>Pharmacy</i>	Dennis Wright
<i>Social Work</i>	<i>TBD</i>

Attachment for Item 5a: Approval of Four New Special Education Courses and Certificate in the Education of
Infants and Young Children with Disabilities or Delayed Development

CURRICULA ACTION REQUEST FORM

NEAG School of Education
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

COURSE NUMBER EPSY 5171 Current Proposed

COURSE TITLE Evaluation and Assessment of Infants and Young Children with Disabilities or Delayed Development

INITIATING DEPARTMENT Educational Psychology

CONTACT PERSON Mary Beth Bruder, Ph. U-BOX UCHC – MC6222

PHONE (860) 679-1500 E-MAIL bruder@nso1.uchc.edu

PROPOSED COURSE INSTRUCTOR(S) _____

ACTION REQUESTED (check all that apply)

Course: new experimental revision dropping course

Program/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL: _____

Departmental Minutes (must be included electronically)

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL Depts electronically):
[EPSY; EDLR; EKIN; EDCI]

PROPOSED IMPLEMENTATION DATE: Semester: _____ Year: _____

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE _____

DATE FORMS SENT TO REGISTRAR _____

Complete the following sections if you are proposing a:

NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE

PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

Evaluation and Assessment of Infants and Young Children with Disabilities or Delayed Development

3 graduate credits

RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

While early childhood (EC) services have been provided by state and local agencies for over 100 years, and early intervention (ECI) services for infants and young children with disabilities have been provided for 50 years, never in our country's history has there been such attention given to the needs of young children. This focus has caused an unprecedented growth of EC services and a subsequent need for qualified personnel to staff these programs. However, recent data have been collected that suggests serious concerns about the current status of the EC workforce: shortages of personnel; a lack of training at both the preservice and inservice level; and discrepancies with state adherence to national competencies and standards (see <http://www.uconnucedd.org/projects/perprep/resources.html>).

Additionally, there is a growing consensus that EC providers are facing enormous challenges due to the diversity of needs of young children being served, and the inequities and inconsistencies across the content and competencies of EC teacher training programs. Compounding these issues are the complexity of needs of infants and young children with disabilities, and the specialized competencies required of teachers to effectively provide ECI under the Individuals with Disabilities Education Act (IDEA)

This proposed course will address these concerns so that infants and young children receiving early childhood intervention (ECI) under IDEA and within community early childhood programs will be supported by appropriately trained teachers so they may achieve measurable and meaningful outcomes.

Course Syllabus including course description and course outline. (include as email attachment)

Supporting documentation that **MUST** be provided at the time of submission:

- a. Departmental minutes
- b. Department chairperson's (all departments) approval (email)
- c. PeopleSoft form (if undergraduate course)
- d. Graduate School Transmittal form (if graduate course)

University of Connecticut
Neag School of Education
EPSY 5171

Early Childhood Intervention Certificate Program

Evaluation and Assessment of Infants and Young Children with Disabilities or Delayed Development

Course Instructor:

Mary Beth Bruder, Ph.D.

Phone: (860) 679-1500

Fax: (860) 679-1571

E-mail: bruder@nso1.uhc.edu

Office Hours: TBD

Course Description: This three credit course is designed for those students who are preparing to work with infants and young children who have disabilities (birth through age five) and their families. The course focuses on five functions of assessment relative to young children with disabilities: identification and referral, evaluation to determine eligibility for special education, assessment for program planning, monitoring of individual child progress and program evaluation.

Course Objectives*: By the end of this course, students will be able to:

1. Demonstrate knowledge of assessment terminology and the legal basis for assessment practices.
2. Assess children's cognitive, social-emotional, communication, motor and adaptive development.
3. Select and use a variety of informal and formal assessment instruments and procedures to make decisions about children's learning and development.
4. Select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.
5. Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with parents.
6. Identify strategies that will facilitate the assessment of young children who are dual language learners.
7. Identify culturally-unbiased assessment procedures.

***Division for Early Childhood /Council for Exceptional Children Core Knowledge and Skills Personnel Standards addressed in this course are listed at the end of the syllabus**

Course Requirements:

Assignments

Assignments which are turned in late without prior consent of the instructor will have 2 points deducted.

In your written assignments and in class discussions, the actual names of people (e.g., children, families, professionals) should not be used. Confidentiality should be respected at all times. The language used should reflect the sensitivities of the time (e.g., “infant exposed to cocaine” vs. “coke babies” or “student with cognitive disabilities” vs. “trainable mentally retarded student”) and emphasize the total humanity of the person. Behaviors or conditions should not be confused with the person of concern. Thus referring to individuals first - “children with special needs” - would be preferable to “handicapped child” or “the disabled.” Similarly, we discuss “families who face multiple challenges” instead of “dysfunctional families.”

Attendance and Participation

Attendance and participation in class is required. Information shared among class members cannot be read in articles. This interaction is too valuable a source of information to miss and cannot be recreated or “made up.”

Accommodations for Religious Observances

Students will be allowed to complete requirements that are missed because of a religious observance.

Accommodations for Students with Disabilities

If you have an identified disability that may affect your performance in this class, schedule an appointment (no later than the second class) so that provisions can be made to ensure that you have an equal opportunity to meet all the requirements of this course.

The Center for Students with Disabilities (CSD)

Wilbur Cross Bldg, Room 201

860-486-2020 (voice)

860-486-2077 (TTD)

<http://www.csd.uconn.edu/>

Academic Misconduct.

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.

ASSIGNMENTS

1. Screening Report (10 pts)

Each student will complete a developmental screening of a typically developing child by obtaining a parent-rated Ages and Stages Questionnaire. This screening must be completed by the parent(s) or primary caregiver(s) for a typically developing child whose exact chronological age is within 30 days (older or younger) of one of the following ages in months: 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54 or 60 months.

The **ASQ Questionnaire, Information Summary Sheet and Parent Conference Sheet** must be submitted along with a one page report that includes the following:

Child's name (alias)

Child's exact age at screening (number of months and days)

Results of screening:

- Report whether the total score is above, close to or below the cutoff
- Report on follow-up action taken

Attach completed ASQ Questionnaire, Information Summary Sheet and Parent Conference Sheet to the report.

2. Norm-Referenced Instrument Assignment (10 points)

Each student will administer the Battelle Developmental Inventory (Receptive Communication and Expressive Communication Subdomains) to a child who is between 2 years and 6 years of age. The written report should include the following:

- Child's name (alias) and birth date
- Location of administration and length of time required
- Completed protocol for the two subdomains with cover completed for the Communication domain only
- Report on the scores obtained:
 - 1) Subdomain scaled scores,
 - 2) Developmental Quotient for all Domains,
 - 3) Percentile rank(specify confidence interval as 95%)
- Explain what each of the above scores tells us about the child's
- Reflection on the assessment:
 - Do the scores seem to accurately summarize the child's skills? (reflect on the validity of the instrument)
 - Would this information be useful to you as a teacher? (reflect on the utility of the instrument)

3. Curriculum-Referenced Instrument Report (20 points)

Each student will complete three domains of the Teaching Strategies GOLD instrument (

physical, language and mathematics) for a child with an IEP, somewhere between birth and the end of Kindergarten, by observing and interacting with the child in an early care and education or early childhood special education setting. The written report should include the following:

- Child's name (alias) and birth date
- Length of period of observation (start and end dates)
- Child's age at end of observation
- Location of observation
- Summary of child's medical and educational history
- Reason for the child receiving special education services – identify eligibility category if possible
- Written summary of the child's functioning in each domain assessed
- Identification of the skills in each domain that should be considered as priorities for instruction
- Reflection on the utility of the instrument for program planning
- Include the completed instrument protocol

4. *Monitoring Child Progress Report (20 points)*

Each student will develop and implement a plan for monitoring progress toward three learning targets using event sampling. The learning targets can all be for the same child or for two or three different children. Data will be collected across at least two weeks or more and must include at least three data points for each learning target. The written report should include the following:

- Child's (or children's) names (first name only or alias) and dates of birth
- Overall description of the progress monitoring activity
- Identification of three observable and measurable learning targets that were measured
- Activity matrix or classroom schedule that indicates when during the week each of the learning targets was observed and documented
- A data sheet for each learning target with the data collected across the two or more weeks
- A line graph to display the data collected for each learning target across the two or more weeks. Each graph must have a minimum of three data points for each learning target.

5. *Final Exam (20 pts)*

- A final exam covering the content for the semester will be given out on the last day of class and will be due a week later

6. *Reaction to Readings(20 pts)*

- Each student will prepare 1 page written reactions for the required readings in the format provided and e-mail them to the instructor. The reactions will include positive and negative aspects of the readings and the utility of the readings to early childhood

intervention practice. **Reading reactions are due prior to each class session.**

Course Readings:

Texts:

McLean, M., Hemmeter, M.L., & Snyder, P. (2013). Essential elements for assessing infants and preschoolers with special needs, loose-leaf version with Pearson eText -- Access card package. Pearson Higher Ed.

Bagnato, S. J., Neisworth, J. T., & Pretti-Frontczak, K. (2010). LINKing authentic assessment and early childhood intervention: Best measures for best practices (2nd ed.).

Supplemental Readings:

Shapiro, B.K. (2011). Reflections on early identification. In S. Eidelman (Ed.), *Early childhood intervention: Shaping the future for children with special needs and their families. Volume 1: Contemporary policy and practices landscape* (pp. 71-94). Santa Barbara, CA: Praeger.

Collins, B. C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Brookes. Bruckners, McLean, & Snyder, 2011

Maude, S. P., & DeStefano, L. (2011). Program evaluation in early intervention and early childhood special education. In S. Eidelman (Ed.), *Early childhood intervention: Shaping the future for children with special needs and their families. Volume 1: Contemporary policy and practices landscape* (pp. 147-172). Santa Barbara, CA: Praeger.

Rosenkoetter, S. E., Dogaru, C. M., Rous, B., & Schroeder, C. (2011). Children with disabilities, school readiness, and transition to kindergarten. In C. J. Groark (Series Ed.) & L. Kaczmarek (Vol. Ed.) *Early childhood intervention: Shaping the future for children with special needs and their families, three volumes: Vol. 3*. Santa Barbara, CA: ABC-CLIO, Praeger Santa Barbara, CA: ABC-CLIO, Praeger.

Grading System		
<i>Assignment</i>	Due	<i>Possible Points</i>
<i>Developmental Screening Report</i>		<i>10</i>
<i>Norm-Referenced Instrument Assignment</i>		<i>10</i>
<i>Curriculum-Referenced Instrument</i>		<i>20</i>

<i>Report</i>	
<i>Monitoring Child Progress Report</i>	20
<i>Reading Reactions</i>	20
<i>Final Exam</i>	20
<i>Total points</i>	100

Grading Scale

Total points	=	100
94-100%	=	A
93-91%	=	A-
88-90%	=	B+
84-87%	=	B
80-83%	=	B-
Below 80%	=	C
Below 70%	=	F

Course Schedule, Readings and Assignments:

Date	Topic	Readings & Reactions (assignment # 6)	Assignment
1	<ul style="list-style-type: none"> • Overview of course • IDEA regulations for assessment • Purposes of assessment • Linguistic and Culturally Appropriate Assessment 	McLean, Hemmeter, & Snyder, Chapter 1, 4 & 12	
2	<ul style="list-style-type: none"> • Screening models and instruments 	McLean, Hemmeter, & Snyder, Chapter 2	
3	<ul style="list-style-type: none"> • Using parents and key informants in the screening process • The Ages and Stages Questionnaire (ASQ) 	Shapiro, 2011	
4	<ul style="list-style-type: none"> • Eligibility • Technical Adequacy of 	Bagnato, Neisworth, & Pretti-Frontczak, Section II	#1 Screening Report

	Assessment Instruments		
5	<ul style="list-style-type: none"> Adaptations The Battelle Developmental Inventory Report Writing 	McLean, Hemmeter, & Snyder, Chapter 3	
6	<ul style="list-style-type: none"> Assessment for Program Planning 	McLean, Hemmeter, & Snyder, Chapter 5, 6 & 7	#2 Norm Referenced Assessment
7	<ul style="list-style-type: none"> Review and critique assessment instruments 	McLean, Hemmeter, & Snyder, Chapter 8,9,	
8	<ul style="list-style-type: none"> Refining assessment for IFSP/IEPs 	McLean, Hemmeter, & Snyder, Chapter 10	#3 Curriculum-Referenced Instrument Report
9	<ul style="list-style-type: none"> Monitoring Child Progress 	McLean, Hemmeter, & Snyder, Chapter 11	
10	<ul style="list-style-type: none"> Collecting and Using Data for Decision Making 	Collins, Chapter 2	
11	<ul style="list-style-type: none"> Family Assessment: Purposes and Instruments 	Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005	#4 Monitoring Child Progress
12	<ul style="list-style-type: none"> Program Evaluation: Accountability 	Bruckners, McLean, & Snyder, 2011; Maude, & DeStefano, 2011	
13	<ul style="list-style-type: none"> Portfolio Models of EC Assessment 	Bagnato, Neisworth, & Pretti-Frontczak, Section I	
14	<ul style="list-style-type: none"> Kindergarten Entry Assessments and the Use of Benchmarks 	Rosenkoetter, Dogaru, Rous, & Schroeder, 2011	
15	<ul style="list-style-type: none"> Final Exam 		#5 Exam

DEC/CEC Core Knowledge and Skills in Assessment will be addressed in this course:

ECSE4K1	Role of the family in the assessment process
ECSE4K2	Legal requirements that distinguish among at-risk, developmental delay and disability

ECSE4K3	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations
ECSE4 K4	Connection of curriculum to assessment and progress monitoring activities

ECSE4S1	Assist families in identifying their concerns, resources, and priorities
ECSE4S2	Integrate family priorities and concerns in the assessment process
ECSE4S3	Assess progress in the five developmental domains, play, and temperament
ECSE4S4	Select and administer assessment instruments in compliance with established criteria
ECSE4S5	Use informal and formal assessment to make decisions about infants and young children's development and learning
ECSE4S6	Gather information from multiple sources and environments
ECSE4S7	Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process
ECSE4S8	Participate as a team member to integrate assessment results in the development and implementation of individualized plans
ECSE4S9	Emphasize child's strengths and needs in assessment reports
ECSE4S10	Produce reports that focus on developmental domains and functional concerns
ECSE4S11	Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness

CURRICULA ACTION REQUEST FORM

NEAG School of Education
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

COURSE NUMBER EPSY 5173 Current Proposed

COURSE TITLE Teaching and Collaborating Across Early Childhood Systems for
 Infants and Young Children with Disabilities and their Families

INITIATING DEPARTMENT Educational Psychology

CONTACT PERSON Mary Beth Bruder, Ph. U-BOX UCHC – MC6222

PHONE (860) 679-1500 E-MAIL bruder@nso1.uhc.edu

PROPOSED COURSE INSTRUCTOR(S)

ACTION REQUESTED (check all that apply)

Course: new experimental revision dropping course

Program/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL Depts electronically):
[EPSY; EDLR; EKIN; EDCI]

PROPOSED IMPLEMENTATION DATE: Semester: Year:

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

Complete the following sections if you are proposing a:

NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE

PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

Teaching and Collaborating Across Early Childhood Systems for Infants and Young Children with Disabilities and their Families

3 graduate credits

RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

While early childhood (EC) services have been provided by state and local agencies for over 100 years, and early intervention (ECI) services for infants and young children with disabilities have been provided for 50 years, never in our country's history has there been such attention given to the needs of young children. This focus has caused an unprecedented growth of EC services and a subsequent need for qualified personnel to staff these programs. However, recent data have been collected that suggests serious concerns about the current status of the EC workforce: shortages of personnel; a lack of training at both the preservice and inservice level; and discrepancies with state adherence to national competencies and standards (see http://www.uconnuccdd.org/projects/per_prep/resources.html).

Additionally, there is a growing consensus that EC providers are facing enormous challenges due to the diversity of needs of young children being served, and the inequities and inconsistencies across the content and competencies of EC teacher training programs. Compounding these issues are the complexity of needs of infants and young children with disabilities, and the specialized competencies required of teachers to effectively provide ECI under the Individuals with Disabilities Education Act (IDEA)

This proposed course will address these concerns so that infants and young children receiving early childhood intervention (ECI) under IDEA and within community early childhood programs will be supported by appropriately trained teachers so they may achieve measurable and meaningful outcomes.

Course Syllabus including course description and course outline. (include as email attachment)

Supporting documentation that **MUST** be provided at the time of submission:

- a. Departmental minutes
- b. Department chairperson's (all departments) approval (email)
- c. PeopleSoft form (if undergraduate course)
- d. Graduate School Transmittal form (if graduate course)

University of Connecticut
Neag School of Education
EPSY 5173
3 credit hours

Early Childhood Intervention Certificate Program

Teaching and Collaborating Across Early Childhood Systems for Infants and Young Children with Disabilities and their Families

Course Instructor:

Office Hours: TBD

Mary Beth Bruder, Ph.D.

Phone: (860) 679-1500

Fax: (860) 679-1571

E-mail: bruder@nsol.uhc.edu

Course Description: The purpose of this 3 credit course is to provide a foundation for the inclusion of infants and young children with disabilities and their families into inclusive community settings and programs. Inherent within this framework is the ability for personnel to demonstrate strategic planning to accomplish this on a family, community and program. This module relies on outside readings, in-class activities, and individual and group applications of competencies.

Course Objectives*: By the end of the course, participants will be able to:

1. Define aspects of an early childhood collaborative service model.
2. Create a program philosophy that represents a community based interagency delivery of early childhood intervention services.
3. Create a plan to initiate or expand early screening and detection of infants and young children's learning needs at home and in formal program settings.
4. Demonstrate strategies for collaboration with families, as well as professionals across disciplines to meet the needs of infants and young children with disabilities.
5. Identify the role and responsibility of the service coordinator in building community collaboration.
6. Describe the rationale for the delivery of early childhood intervention in natural learning and inclusive environments,

7. Develop curriculum for infants and young children with disabilities that can be delivered in an early childhood group setting (eg. child care; preschool), and measured against the state early learning benchmarks for infants and young children.
8. Create and implement an advocacy plan to improve/ expand early childhood intervention services within the early childhood system.
9. Identify strategies for increasing community and state capacity to support participation of infants and young children with disabilities into early childhood initiatives
10. Create effective quantitative and qualitative data collection methods to be used by families, community providers and early intervention personnel to evaluate program effectiveness with children, families, staff and the community.
11. Identify the transition process for infants and young children with disabilities or delayed development from the perspective of sending and receiving agencies.
12. Develop systems change strategies for improving the delivery of inclusionary early childhood intervention.
13. Demonstrate the ability to self assess one's ability to develop and implement products that will result in integrated system outcomes for infants and young children.

***Division for Early Childhood /Council for Exceptional Children Core Knowledge and Skills Personnel Standards addressed in this course are listed at the end of the syllabus**

Course Requirements: Students are expected to complete all course content and contribute to class discussions. Program faculty assume all students will display respect for colleagues, openness to new ideas and challenges, and integrity in completion of reading reactions, competencies, and interactions with families.

General Requirements:

Assignments

Assignments which are turned in late without prior consent of the instructor will be scored a B.

In your written assignments and in class discussions, the actual names of people (e.g., children, families, professionals) should not be used. Confidentiality should be respected at all times. The language used should reflect the sensitivities of the time (e.g., “infant exposed to cocaine” vs. “coke babies” or “student with cognitive disabilities” vs. “trainable mentally retarded student”) and emphasize the total humanity of the person. Behaviors or conditions should not be confused with the person of concern. Thus referring to individuals first - “children with special needs” - would be preferable to “handicapped child” or “the disabled.” Similarly, we discuss “families who face multiple challenges” instead of “dysfunctional families.”

Attendance and Participation

Attendance and participation in class is required. Information shared among class members cannot be read in articles. This interaction is too valuable a source of information to miss and cannot be recreated or “made up.”

Accommodations for Religious Observances

Students will be allowed to complete requirements that are missed because of a religious observance.

Accommodations for Students with Disabilities

If you have an identified disability that may affect your performance in this class, schedule an appointment (no later than the second class) so that provisions can be made to ensure that you have an equal opportunity to meet all the requirements of this course.

The Center for Students with Disabilities (CSD)

Wilbur Cross Bldg, Room 201

860-486-2020 (voice)

860-486-2077 (TTD)

<http://www.csd.uconn.edu/>

Academic Misconduct

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

Specific requirements for Course Completion

1. Competencies; Students are required to complete all 6 course competencies prior to the end of the course. Weekly contact with the instructor and ongoing supervision will facilitate successful completion of each competency. Students and faculty together will prepare a rubric for assessing each competency as self-management and self assessment is an outcome of this course. The rubrics will be developed in class and will be individualized to each competency. The competencies are in the Appendix
2. Reaction to Readings: Each student will prepare 1 page written reactions for the required readings in the format provided and e-mail them to the instructor. The reactions will include positive and negative aspects of the readings and the utility of the readings to early childhood intervention practice. Reading reactions are due prior to each class session.

Readings:

Brown, W.H., Knopf, H.T., Conroy, M.A., Smith Gooze, S., & Greer, F. (2013). Preschool

- inclusion and response to intervention for children with disabilities. In V. Buysse & E.S. Peisner-Feinberg. (Eds.). *Handbook of response to intervention in early childhood* (pp. 339-354). Baltimore, MD: Brookes.
- Bruder, M.B. (2010). Coordinating services for families. In R. A. McWilliam (Ed.), *Working with families of young children with special needs* (pp. 175-202). New York: The Guildford Press
- Bruder, M. B. (2010). Transitions for children with disabilities. In S. L. Kagan (Ed.), *Transitions in the early years: Creating a system of continuity* (pp. 67-92). Baltimore, MD: Paul H. Brookes Publishing Company.
- Buysse, V., & Peisner-Feinberg, E. S. (Eds.). (2013). *Handbook of response to intervention in early childhood*. Baltimore, MD: Brookes.
- Downer, J. (2013). Applying lessons learned from evaluations of model early care and education programs to preparation for effective implementation at scale. In T. Halle, A. Metz, & I Martinez-Beck (Eds.). *Applying implementation science in early childhood programs and systems* (pp. 157- 170). Baltimore, MD: Brookes.
- Fowler, S. A., Yates, T., & Ostrosky, M. M. (2011). Professional development for early childhood intervention: Current status and future directions. In S. Eidelman (Ed.), *Early childhood intervention: Shaping the future for children with special needs and their families. Vol. 1: Contemporary policy and practices landscape* (pp. 95-122). Santa Barbara, CA: Praeger.
- Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Brookes.
- Grisham-Borwn, J., & Pretti-Frontczak, K. (2013). A curriculum framework for supporting young children in blended programs. In V. Buysse & E.S. Peisner-Feinberg. (Eds.). *Handbook of response to intervention in early childhood* (pp. 223-236). Baltimore, MD: Brookes.
- Guralnick, M. J. (2013). Developmental science and preventive interventions for children at environmental risk. *Infants & Young Children*, 26(4), 270-285.
- Haines, S.J., McCart, A., & Turnbull, A. (2013). Family engagement with early childhood response to intervention. In V. Buysse & E.S. Peisner-Feinberg. (Eds.). *Handbook of response to intervention in early childhood* (pp. 313-324). Baltimore, MD: Brookes
- Halle, T., Zaslow, M., Martinez-Beck, I, & Metz, A. (2013). Applications of implementation science to early care and education programs and systems: Implications for research, policy, and practice. In T. Halle, A. Metz, & I Martinez-Beck (Eds.). *Applying implementation science in early childhood programs and systems* (pp. 295-314). Baltimore, MD: Brookes.
- Hebbeler, K., Spiker, D., & Kahn, L. (2012). Individuals with Disabilities Education Act's early childhood programs: Powerful vision and pesky details. *Topics in Early Childhood Special Education*, 32(1), 10-18.
- Knotek, S.E., Hoffend, C., & en Haagen, K.S. (2013). Using consultation to support the implementation of response to intervention in early childhood settings. In V. Buysse & E.S. Peisner-Feinberg. (Eds.). *Handbook of response to intervention in early childhood* (pp. 303-312). Baltimore, MD: Brookes.
- Landry, S.H., Assel, M.A., Anthony, J.L., & Swank, P.R.. (2013). Development of a universal screening and progress monitoring tool and its applicability for use in response to intervention. In V. Buysse & E.S. Peisner-Feinberg. (Eds.). *Handbook of response to intervention in early childhood* (pp. 155-168). Baltimore, MD: Brookes.
- McConnell, S., & Greenwood, C.R. (2013). General outcome measures in early childhood and individual growth and development indicators. In V. Buysse & E.S. Peisner-Feinberg.

- (Eds.). *Handbook of response to intervention in early childhood* (pp. 143-154). Baltimore, MD: Brookes.
- McWilliam, R.A.(2010).Support-Based home visiting. In R. A. McWilliam (Ed.), *Working with families of young children with special needs* (pp. 175-202). New York: The Guildford Press
- Paulsell, D., Tout, K., & Maxwell, K. (2013). Evaluating implementation of quality rating and improvement systems. In T. Halle, A. Metz, & I Martinez-Beck (Eds.). *Applying implementation science in early childhood programs and systems* (pp. 269-294). Baltimore, MD: Brookes.
- Peterson, S. (2013). Readiness to change: Effective implementation processes for meeting people where they are. In T. Halle, A. Metz, & I Martinez-Beck (Eds.). *Applying implementation science in early childhood programs and systems* (pp. 43-64). Baltimore, MD: Brookes.
- Powell, D.R., & Diamond, K.E.. (2013). Studying the implementation of coaching-based professional development. In T. Halle, A. Metz, & I Martinez-Beck (Eds.). *Applying implementation science in early childhood programs and systems* (pp. 97-116). Baltimore, MD: Brookes.
- Sherif Trask, B. & Eidelman, S. (2011). Trends in contemporary American families and their significance for young children. In S. Eidelman (Ed.), *Early childhood intervention: Shaping the future for children with special needs and their families. Vol. 1: Contemporary policy and practices landscape* (pp. 123-146). Santa Barbara, CA: Praeger.
- Smith, B., & Rous, B. J. (2011). Historical perspectives. In S. Eidelman (Ed.), *Early childhood intervention: Shaping the future for children with special needs and their families. Volume 1: Contemporary policy and practices landscape* (pp. 1-18). Santa Barbara, CA: Praeger.
- Shelden, M., & Rush, D. (2010). A primary-coach approach to teaming and supporting families in early childhood intervention. In R. A. McWilliam (Ed.), *Working with families of young children with special needs* (pp. 175-202). New York: The Guildford Press.
- Snyder, P., Denney, M., Pasia, C., Rakap, S., & Crowe, C. (2011). Professional development in early childhood intervention. In C. Groark & L. Kaczmarek (Eds.), *Early childhood intervention program policies for special needs children: Vol. 3 Emerging issues* (pp. 169-204). Santa Barbara, CA: Praeger/ABC-CLIO.
- Snyder, P., Hemmeter, M.L., McLean, M.E., Sandall, S.R., & McLaughlin, T.. (2013). Embedded instruction to support early learning in response to intervention frameworks. In V. Buysse & E.S. Peisner-Feinberg. (Eds.). *Handbook of response to intervention in early childhood* (pp. 283-300). Baltimore, MD:Brookes.
- Winton, P. (2013). Professional development: Supporting the evidence-based early childhood practitioner. In V. Buysse & E.S. Peisner-Feinberg. (Eds.). *Handbook of response to intervention in early childhood* (pp. 325-338). Baltimore, MD: Brookes

Course Schedule, Readings and Assignments:

Date	Topic	Readings	Assignment
1	The History and Current Landscape of Early Childhood Intervention under IDEA(Part C and Part B 619	Guralnick, 2013 Hebbeler, Spiker, &Kahn, 2012 Smith & Rous, 2011	
2	The Current Landscape of Early Childhood Programs and Systems	Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005	
3	ECI Interagency Responsibilities and Models of Systems Collaboration	Halle, Zaslow, Martinez-Beck, & Metz, 2013	
4	ECI Teams: Types, Purposes and Outcomes	Shelden & Rush, 2010 Bruder, 2010	Competency #1
5	Professionals in ECI and EC across Sectors and Disciplines	Knotek, Hoffend, & Ten Haagen, 2013 Winton, 2013	Competency #2
6	The Role of Adult Learning Principles, Processes and Outcomes	Peterson, 2013 Powell & Diamond, 2013	
7	Models of EC Intervention: RTI, Screening and Referral	Buysse & Peisner-Feinberg, 2013 Landry, Assel, Anthony, & Swank, 2013	
8	Models of ECI Intervention: Home Based Services	McWilliam, 2010	
9	Models of ECI Intervention: Natural Environments and Inclusion	Snyder, Hemmeter, McLean, Sandall, & McLaughlin, 2013	
10	Models of Early Childhood Systems: Including All Children	Brown, Knopf, Conroy, Smith Googe, & Greer, 2013 Grisham-Brown & Pretti-Frontczak, 2013	
11	Quality Indicators: Rating Systems, Developmental Benchmarks, Progress Monitoring and Outcomes	McConnell & Greenwood, 2013 Downer, 2013 Paulsell, Tout, & Maxwell, 2013	Competency #3
12	Child Transitions Across and Within Systems and Programs	Bruder, 2010	Competency #4
13	Family Engagement	Sherif Trask, & Eidelman, 2011 Haines, McCart, & Turnbull,	Competency #5

		2013	
14	Workforce Development	Fowler, Yates, & Ostrosky, 2011 Snyder, Denney, Pasia, Rakap, Crowe, 2011	
15	Final Projects		Competency #6

DEC/CEC Core Knowledge and Skills in Professional Learning and Ethical Practice will be addressed in this course:

ECSE 6 K1	Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs
ECSE 6 K2	Trends and issues in early childhood education, early childhood special education, and early intervention
ECSE 6 K3	Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families
ECSE 6 K4	Advocacy for professional status and working conditions for those who serve infants and young children, and their families

ECSE 6 S1	Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures
ECSE 6 S2	Integrate family systems theories and principles into professional practice
ECSE 6 S3	Respect family choices and goals
ECSE 6 S4	Participate in activities of professional organizations relevant to early childhood special education and early intervention
ECSE 6 S5	Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds
ECSE 6 S6	Advocate on behalf of infants and young children and their families
ECSE 6 S7	Implement family services consistent with due process safeguards

DEC/CEC Core Knowledge and Skills in Collaborations will be addressed in this course:

ECSE7 K1	Structures supporting interagency collaboration, including interagency agreements, referral, and consultation
----------	---

ECSE7 S1	Apply models of team process in early childhood
ECSE7 S2	Collaborate with caregivers, professionals, and agencies to support children's development and learning
ECSE7 S3	Support families' choices and priorities in the development of goals and intervention strategies
ECSE7 S4	Implement family-oriented services based on the family's identified resources, priorities, and concerns
ECSE7 S5	Provide consultation in settings serving infants and young children
ECSE7 S6	Involve families in evaluation of services
ECSE7 S7	Participate as a team member to identify and enhance team roles, communication, and problem-solving
ECSE7 S8	Employ adult learning principles in consulting and training family members and service providers
ECSE7 S9	Assist the family in planning for transition
ECSE7 S10	Implement processes and strategies that support transitions among settings for infants and young children

APPENDIX

Category	Task Description	Task Output
<p>1. Community Mapping</p>	<p>Develop a community map for family with an infant or young child with disabilities from a traditionally underrepresented group by:</p> <ul style="list-style-type: none"> a) compiling information on family interests (priorities, resources and concerns and desired activity settings); b) determining community resources available; c) cross referencing resources and the family's interests, considering cost, transportation issues and the family's activity settings; d) providing the family with a variety of community options; and assisting in accessing resources as needed including needed consultation. 	<p>Community map and documentation of the process</p>
<p>2. Interagency Collaboration</p>	<p>Identify and propose in writing a needed early childhood collaborative community partnership that includes:</p> <ul style="list-style-type: none"> a. A delineation of outcomes; b. A delineation of roles and responsibilities for each agency; c. Agreement stipulations; d. Benefits for both agencies and families. <p>Acceptance by the program administrator.</p>	<p>Written proposal for a new collaborative partnership.</p>
<p>3. Service Delivery Organization</p>	<p>Create a plan to initiate early childhood intervention services in a community early childhood class or program, including:</p> <ul style="list-style-type: none"> a. Target population and rationale; 	<p>Written plan to initiate one component of early intervention services within a community program.</p>

	<ul style="list-style-type: none"> b. Program philosophy; c. Orientation for families and staff; d. Community linkages and mapping; e. Child find and screening procedures; f. Assessment procedures; g. Curriculum development and accommodations; h. Progress monitoring and RTI options i. Placement options; j. Service scope; k. Staffing patterns; l. Staff development; m. Evaluation design. 	
4. Collaborative Consultation	Provide ongoing collaborative consultation for three months in three different situations: in three different situations: one with a community organization, one with an early intervention team member and one with a family member	Written summary report on process, information shared, reaction and response of those you provide consultation to and outcomes. Summary report should also include data on the process and implications for the consultation for the child and family.
5. Transition/Discharge Planning	Develop a transition plan for three infants or young children with disabilities and their families to move to the next environment: one into a Part C or 619 program, one to another community based program, and one to kindergarten. The plans will address record keeping, confidentiality, communication, staff responsibilities of both sending and receiving programs, family interests and child's developmental competence and supports to enable full participation in the next environment.	Written detailed transition plans for three children: one to child transitioning to the Part B/619 program and one child transitioning to another community based program and one transitioning to kindergarten.

6. Advocacy	Create and implement an advocacy plan to improve or expand services for infants/toddlers/preschoolers and their families. Records of meetings are submitted with the plan. Reflection should include things that went well and things that should be considered the next time you implement an advocacy plan.	Written advocacy plan, including records of meetings and reflection on the process.
-------------	---	---

CURRICULA ACTION REQUEST FORM

NEAG School of Education
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

COURSE NUMBER EPSY 5170 Current Proposed

COURSE TITLE Family Centered Practices in Early Childhood Intervention

INITIATING DEPARTMENT Educational Psychology

CONTACT PERSON Mary Beth Bruder, Ph. U-BOX UCHC – MC6222

PHONE (860) 679-1500 E-MAIL bruder@nso1.uchc.edu

PROPOSED COURSE INSTRUCTOR(S) _____

ACTION REQUESTED (check all that apply)

Course: new experimental revision dropping course

Program/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL: _____

Departmental Minutes (must be included electronically)

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL Depts electronically):
[EPSY; EDLR; EKIN; EDCI]

PROPOSED IMPLEMENTATION DATE: Semester: _____ Year: _____

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE _____

DATE FORMS SENT TO REGISTRAR _____

Complete the following sections if you are proposing a:

NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE

PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

Family Centered Practices in Early Childhood Intervention

3 graduate credits

RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

While early childhood (EC) services have been provided by state and local agencies for over 100 years, and early intervention (ECI) services for infants and young children with disabilities have been provided for 50 years, never in our country's history has there been such attention given to the needs of young children. This focus has caused an unprecedented growth of EC services and a subsequent need for qualified personnel to staff these programs. However, recent data have been collected that suggests serious concerns about the current status of the EC workforce: shortages of personnel; a lack of training at both the preservice and inservice level; and discrepancies with state adherence to national competencies and standards (see http://www.uconnuconnedd.org/projects/per_prep/resources.html).

Additionally, there is a growing consensus that EC providers are facing enormous challenges due to the diversity of needs of young children being served, and the inequities and inconsistencies across the content and competencies of EC teacher training programs. Compounding these issues are the complexity of needs of infants and young children with disabilities, and the specialized competencies required of teachers to effectively provide ECI under the Individuals with Disabilities Education Act (IDEA)

This proposed course will address these concerns so that infants and young children receiving early childhood intervention (ECI) under IDEA and within community early childhood programs will be supported by appropriately trained teachers so they may achieve measurable and meaningful outcomes.

Course Syllabus including course description and course outline. (include as email attachment)

Supporting documentation that **MUST** be provided at the time of submission:

- a. Departmental minutes
- b. Department chairperson's (all departments) approval (email)
- c. PeopleSoft form (if undergraduate course)
- d. Graduate School Transmittal form (if graduate course)

University of Connecticut
Neag School of Education
EPSY 5170
3 credit hours

Early Childhood Intervention Certificate Program

Family Centered Practices in Early Childhood Intervention

Instructor:

Office Hours TBD

Mary Beth Bruder, Ph.D

Phone: (860) 679-1500

Fax: (860) 679-1571

E-mail: bruder@nso1.uchc.edu

Course Description: The purpose of this course is to illustrate the centrality of the family in the life of infants and young children with disabilities and, subsequently, early childhood intervention. This course relies on outside readings, discussions, and completion of performance-based competencies where concepts are interpreted and applied to early childhood intervention.

Course Objectives*: By the end of the course, students will be able to:

1. Identify the legislation that led to the mandate for services for children ages birth to five years.
2. Identify strategies for using evidence based practice in early intervention.
3. Identify family system components and internal/ external influences on family functioning.
4. Discuss the core principles of family-centered practice.
5. Demonstrate the use of effective communication skills with families, including active listening, questioning techniques, reflection of feelings, and reflections of content.
6. Demonstrate understanding and respect of culture, diversity and individuality of families throughout the assessment and intervention process.

7. Collaborate with families to identify home and community activity settings and learning opportunities for the development of IFSP outcomes.
8. Communicate effectively with families to identify their resources, priorities and concerns.
9. Communicate effectively with families to identify their formal and informal social support networks.
10. Identify and review current family assessment procedures.
11. Identify and review parent-child interaction assessments.
12. Demonstrate understanding of effective family outcomes to be delineated on the IFSP.
13. Identify components of a responsive service delivery system based on the IFSP.
14. Identify key components of effective service coordination in early intervention.
15. Demonstrate family capacity building practices to be used in intervention.
16. Demonstrate data collection and data decision rules to be used in interventions with parents.
17. Identify guidelines for implementing research designs with families.

***Division for Early Childhood /Council for Exceptional Children Core Knowledge and Skills Personnel Standards addressed in this course are listed at the end of the syllabus**

Course Requirements: Students are expected to complete all course content and contribute to class discussions. Program faculty assume all students will display respect for colleagues, openness to new ideas and challenges, and integrity in completion of reading reactions, competencies, and interactions with families.

General Requirements:

Assignments

Assignments which are turned in late without prior consent of the instructor will be scored a B.

In your written assignments and in class discussions, the actual names of people (e.g., children, families, professionals) should not be used. Confidentiality should be respected at all times.

The language used should reflect the sensitivities of the time (e.g., “infant exposed to cocaine” vs. “coke babies” or “student with cognitive disabilities” vs. “trainable mentally retarded student”) and emphasize the total humanity of the person. Behaviors or conditions should not be confused with the person of concern. Thus referring to individuals first - “children with special needs” - would be preferable to “handicapped child” or “the disabled.” Similarly, we discuss “families who face multiple challenges” instead of “dysfunctional families.”

Attendance

Attendance in class is required. Information shared among class members cannot be read in articles. This interaction is too valuable a source of information to miss and cannot be recreated or “made up.” Two points will be subtracted for each absence from class that is not excused in advance by the instructor.

Accommodations for Religious Observances

Students will be allowed to complete requirements that are missed because of a religious observance.

Accommodations for Students with Disabilities

If you have an identified disability that may affect your performance in this class, schedule an appointment (no later than the second class) so that provisions can be made to ensure that you have an equal opportunity to meet all the requirements of this course.

The Center for Students with Disabilities (CSD)

Wilbur Cross Bldg, Room 201

860-486-2020 (voice)

860-486-2077 (TTD)

<http://www.csd.uconn.edu/>

Academic Misconduct

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.

Specific Requirements for Course Completion

1. Competencies; Students are required to complete all 7 course competencies prior to the end of the course. Weekly contact with the instructor and ongoing supervision will facilitate successful completion of each competency. If students need to have access to families in order to complete these competencies they must communicate this need to the course instructor no later than week 2 of class. Total average score on each rubric must be 4 in order to receive an A in the course; a 3.5 to receive a B. Each competency may be implemented until a B or higher is reached. The competencies and rubrics are in the appendix

2. Reaction to Readings: Each student will prepare 1 page written reactions for the required readings in the format provided and e-mail them to the instructor. The reactions will include positive and negative aspects of the readings and the utility of the readings to early childhood intervention practice. Reading reactions are due prior to each class session and will be marked as satisfactory or redo until a satisfactory is attained.

Course Schedule, Readings and Assignments:

Date	Topic	Readings	Assignment
1	Introduction to the Early Childhood Intervention and History and Values of the Field	<p>Bruder, M. B. (2010). Early childhood intervention: A promise to children and families for their future. <i>Exceptional Children, 76</i>(3), 339-355.</p> <p>Dunst, C. J. (2012). Parapatric speciation in the evolution of early intervention for infants and toddlers with disabilities and their families. <i>Topics in Early Childhood Special Education, 31</i>(4), 208-215.</p> <p>Guralnick, M. J. (2011). Why early intervention works: A systems perspective. <i>Infants and Young Children, 24</i>(1), 6-28.</p>	
2	Legal Basis for Early Childhood Intervention	<p>Rous, B., & Smith, B. J. (2011). Key national and state policy implementation issues. In S. Eidelman (Ed.), <i>Early childhood intervention: Shaping the future for children with special needs and their families. Volume 1: Contemporary policy and practices landscape</i> (pp. 19-36). Santa Barbara, CA: Praeger.</p>	

		Trohanis, P. L. (2008). Progress in providing services to young children with special needs and their families: An overview to an update on the implementation of the Individuals with Disabilities Education Act (IDEA). <i>Journal of Early Intervention, 30</i> , 140-151.	
3	Evidence-Based Practice in Early Intervention	<p>Guralnick, M. J. (1997). Second generation research in the field of early intervention. In M. J. Guralnick (Ed.), <i>The effectiveness of early intervention</i> (pp. 3-20). Baltimore, MD: Paul H. Brookes Publishing Co.</p> <p>Rubin, A., & Bellamy, J. (2012). Introduction to evidence-based practice. In <i>Practitioner's guide to using research for evidence-based practice</i> (2nd ed., pp. 3-27). Hoboken, NJ: Wiley & Sons.</p> <p>Rubin, A., & Bellamy, J. (2012). Steps in the EBP process. In <i>Practitioner's guide to using research for evidence-based practice</i> (2nd ed., pp. 28-49). Hoboken, NJ: Wiley & Sons.</p> <p>Rubin, A., & Bellamy, J. (2012). Steps in the EBP process. In <i>Practitioner's guide to using research for evidence-based practice</i> (2nd ed., pp. 28-49). Hoboken, NJ: Wiley & Sons.</p>	
4	Family Systems Application in Early Intervention	Campbell, S. B. (2011). A developmental family systems perspective on mental health in young children. In S. P. Maude (Ed.), <i>Early childhood intervention: Shaping the future for children with special needs and their families. Vol. 2: Proven and promising practices</i> (pp. 205-230). Santa Barbara, CA: Praeger.	Competency # 1

		<p>Ensher, G. L. (2009). Families, infants, and young children: New challenges to best practice. In G. L. Ensher, D. A. Clark & N. S. Songer (Eds.), <i>Families, infants, & young children at risk: Pathways to best practice</i> (pp. 3-16). Baltimore, MD: Brookes.</p> <p>Moxley, K. M., Squires, J., & Lindstrom, L. (2012). Early intervention and maltreated children: A current look at the Child Abuse Prevention and Treatment Act and Part C. <i>Infants and Young Children</i>, 25(1), 3-18. doi: 10.1097/IYC0b0133`e3182392ff0</p> <p>Turnbull, A., & Turnbull, H. (2011). Family characteristics. In <i>Families, professionals and exceptionality: A special partnership</i> (pp. 21-52). Columbus, OH: Merrill Publishing Co.</p> <p>Turnbull, A., & Turnbull, H. (2011). Family interaction. In <i>Families, professionals and exceptionality: A special partnership</i> (pp. 53-78). Columbus, OH: Merrill Publishing Co.</p> <p>Turnbull, A., & Turnbull, H. (2011). Family functions. In <i>Families, professionals and exceptionality: A special partnership</i> (pp. 79-102). Columbus, OH: Merrill Publishing Co.</p> <p>Weldman, J. R., Songer, N. S., & Ensher, G. L. (2009). The family as foreground. In G. L. Ensher, D. A. Clark & N. S. Songer (Eds.), <i>Families, infants, & young children at risk: Pathways to best practice</i> (pp. 39-60). Baltimore, MD: Brookes.</p>	
5	Family Support and	Dunst, C. J., & Dempsey, I. (2007).	Competency # 2

	<p>Family-Centered Practices</p>	<p>Family/professional partnerships and parenting competence, confidence and enjoyment. <i>International Journal of Disability, Development and Education</i>, 54, 305-318.</p> <p>Farrell, A. F. (2009). Validating family-centeredness in early intervention evaluation reports. <i>Infants and Young Children</i>, 22(4), 238-252.</p> <p>Harbaugh, K. E., & Brandon, D. H. (2008). Family-centered care: An essential component of neonatal care. <i>Early Childhood Services</i>, 2(1), 33-42.</p> <p>Jung, L. A. (2010). Identifying families' supports and other resources. In R. A. McWilliam (Ed.), <i>Working with families of young children with special needs</i> (pp. 9-26). New York: Guilford Press.</p> <p>Turnbull, A.P., Summers, J.A., Turnbull, R., Brotherson, M.J., Winton, P., Roberts, R., Snyder, P., McWilliam, R.A., Chandler, L., Schrandt, S., Stowe, M., Bruder, M.B., DiVenere, N., Epley, P., Hornback, M., Huff, B., Miksch, P., Mitchell, L., Sharp, L., & Stroup-Rentier, V. (2007). Family supports and services in early intervention: A bold vision. <i>Journal of Early Intervention</i>, 29(3), 187-206.</p> <p>Ziviani, J., Feeney, R., & Khan, A. (2011). Early intervention services for children with physical disability: Parents' perceptions of family-centeredness and service satisfaction. <i>Infants and Young Children</i>, 24(4), 364-382. doi: 10.1097/IYC0b013e31822a6b77</p>	
--	---	---	--

6	Cultural Competence and Communicating with Families	<p>Hanson, M. J., & Lynch, E. W. (2010). Working with families from diverse backgrounds. In R. A. McWilliam (Ed.), <i>Working with families of young children with special needs</i> (pp. 147-174). New York: Guilford Press.</p> <p>Hanson, M. J., Miller, A. D., Diamond, K., Odom, S., Lieber, J., Butera, G., Fleming, K. (2011). Neighborhood community risk influences on preschool children's development and school readiness. <i>Infants and Young Children, 24</i>(1), 87-100.</p> <p>McWilliam, P. J. (2010). Talking to families. In R. A. McWilliam (Ed.), <i>Working with families of young children with special needs</i> (pp. 127-146). New York: Guilford Press.</p> <p>Mogro-Wilson, C. (2011). Resilience in vulnerable and at-risk Latino families. <i>Infants and Young Children, 24</i>(3), 267-279. doi: 10.1097/IYC.0b013e31822006b2</p>	Competency # 3
7	Family Engagement and Hard to Reach Families	<p>Borkowski, J. G., Whitman, T. L., & Farris, J. R. (2007). Adolescent mothers and their children: Risks, resilience, and development. In J. G. Borkowski, J. R. Farris, T. L. Whitman, S. S. Carothers, K. Weed & D. A. Keogh (Eds.), <i>Risk and resilience: Adolescent mothers and their children grow up</i> (pp. 1-34). Mahwah, NJ: Erlbaum.</p>	
		<p>Moxley, K. M., Squires, J., & Lindstrom, L. (2012). Early intervention and maltreated children: A current look at the Child Abuse Prevention and Treatment Act and Part C. <i>Infants</i></p>	

		<p><i>and Young Children, 25(1), 3-18.</i></p> <p>Pizur-Barnekow, K., Doering, J., Cashin, S., Patrick, T., & Rhyner, P. (2010). Functional health literacy and mental health in urban and rural mothers of children enrolled in early intervention programs. <i>Infants and Young Children, 23(1), 42-51.</i></p>	
8	Building Capacity of Families Through Helpgiving	<p>Bruder, M.B., Dunst, C.J., Mogro-Wilson, C., & Tan, T.X. (2011). Continuity of parental behavioral ratings of children adopted From China and parenting competence, confidence, and enjoyment. <i>Adoption and Fostering, 34(4), 3-16.</i></p> <p>Campbell, P. H., & Coletti, C. E. (2013). Early intervention provider use of child caregiver-teaching strategies. <i>Infants and Young Children, 26(3), 235-248.</i> doi: 10.1097/IYC.0b013e318299918f</p> <p>Dunst, C. J., & Trivette, C.M. (2009). Capacity-building family systems intervention practices. <i>Journal of Family Social Work, 12, 119-143.</i></p> <p>Swanson, J., Raab, M., & Dunst, C.J. (2011). Strengthening family capacity to provide young children everyday natural learning opportunities. <i>Journal of Early Childhood Research, 9(1), 66-80.</i></p>	Competency # 4
9	Activity Settings and Strengths-Based Assessment	<p>Bernheimer L.P., & Keogh, B.K. (1995). Weaving interventions into the fabric of everyday life: An approach to family assessment. <i>Topics in Early Childhood Special Education, 15, 415-433.</i></p>	

		<p>Dunst, C.J., Bruder, M.B., Trivette, C. Hamby, D., & Raab, M. (2001). Characteristics and consequences of everyday natural learning opportunities. <i>Topics in Early Childhood Special Education</i>, 21 (2), 68-92.</p> <p>Khetani, M., Cohn, E. S., Orsmond, G. I., Law, M. C., & Coster, W. J. (2013). Parent perspectives of participation in home and community activities when receiving Part C early intervention services. <i>Topics in Early Childhood Special Education</i>, 32(4), 234-245.</p>	
10	Family Assessment	<p>Als, H., & Butler, S. (2008). Newborn individualized developmental care and assessment program (NIDCAP): Changing the future for infants and families in intensive and special care nurseries. <i>Early Childhood Services</i>, 2(1), 1-20.</p> <p>Bailey, D. B. J., Raspa, M., Olmsted, M. G., Novak, S. P., Sam, A. M., Humphreys, B. P., Guillen, C. (2011). Development and psychometric validation of the family outcomes survey-revised. <i>Journal of Early Intervention</i>, 33(1), 6-23.</p>	
		<p>Comfort, M., Gordon, P. R., & Naples, D. (2011). KIPS: An evidence-based tool for assessing parenting strengths and needs in diverse families. <i>Infants and Young Children</i>, 24(1), 56-74.</p> <p>McWilliam, R. A. (2010). Assessing families' needs with the Routines-Based Interview. In R. A. McWilliam (Ed.), <i>Working with families of young children with</i></p>	

		<i>special needs</i> (pp. 27-59). New York: Guilford Press.	
11	The IFSP/IEP Process, Family Participation and Outcomes	<p>Bailey, D.B., Bruder, M.B., Hebbeler, K., Carta, J., DeFosset, M., Greenwood, C., Kahn, L., Mallik, S., Markowitz, J., Spiker, D., Walker, D., & Barton, L. (2006). Recommended outcomes for families of young children with disabilities. <i>Journal of Early Intervention, 28</i>(4), 227-251.</p> <p>Bailey, D. B., Raspa, M., & Fox, L. C. (2012). What is the future of family outcomes and family-centered services? <i>Topics in Early Childhood Special Education, 31</i>(4), 216-223. doi: 10.1177/0271121411427077</p> <p>Bruder, M. B. (2000). The Individual Family Service Plan (IFSP). Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education.</p>	Competency # 5
		<p>Ridgley, R., Snyder, P. A., McWilliam, R. A., & Davis, J. E. (2011). Development and initial validation of a professional development intervention to enhance the quality of the individualized family service plan. <i>Infants and Young Children, 24</i>(4), 309-328. doi: 10.1097/IYC.0b0133e318229e54d</p>	
12	Helping Families Facilitate their Child's Development	<p>McWilliam, R. A. (2012). Implementing and preparing for home visits. <i>Topics in Early Childhood Special Education, 31</i>(4), 224-231. doi: 10.1177/027112141146488</p>	
		Salisbury, C., Cambray-Engstrom,	

		<p>E., & Woods, J. (2012). Providers' reported and actual use of coaching strategies in natural environments. <i>Topics in Early Childhood Special Education</i>, 32(2), 88-98. doi: 10.1177/0271121410392802</p> <p>Sawyer, B. E., & Campbell, P. H. (2012). Early interventionists' perspectives on teaching caregivers. <i>Journal of Early Intervention</i>, 34(2), 104-124. doi: 10.1177/1053815112455363</p>	
13	Service Coordination	<p>Bruder, M.B. (2010). Coordinating services with families. In R.A. McWilliam (Ed.), <i>Working with families of young children with special needs</i>. New York: The Guilford Press (pp. 93-126).</p>	
		<p>Bruder, M.B., & Dunst, C. J. (2008). Factors related to the scope of early intervention service coordinator practices. <i>Infants and Young Children</i>, 21, 176-185</p> <p>Childress, D. C., Raver, S. A., Michalek, A. M. P., & Wilson, C. L. (2013). Enhancing service coordination knowledge through professional development. <i>Infants and Young Children</i>, 26(2), 164-176. doi: 10.1097/IYC.0b013e318285190b</p>	
14	Monitoring and Evaluating the IFSP/IEP	<p>Epley, P. H., Summers, J. A., & Turnbull, A. P. (2011). Family outcomes of early intervention: Families' perceptions of need, services, and outcomes. <i>Journal of Early Intervention</i>, 33(3), 201-219. doi: 10.1177/1053815111425929</p> <p>Friedman, M., Woods, J., &</p>	Competency # 6

		<p>Salisbury, C. (2012). Caregiver coaching strategies for early intervention providers: Moving toward operational definitions. <i>Infants and Young Children, 25</i>(1), 62-82.</p> <p>Maude, S. P., & DeStefano, L. (2011). Program evaluation in early intervention and early childhood special education. In S. Eidelman (Ed.), <i>Early childhood intervention: Shaping the future for children with special needs and their families. Volume 1: Contemporary policy and practices landscape</i> (pp. 147-172). Santa Barbara, CA: Praeger.</p>	
		<p>Patterson, S. Y., & Smith, V. (2011). The experience of parents of toddlers diagnosed with autism spectrum disorder in the More Than Words parent education program. <i>Infants and Young Children, 24</i>(4), 329-343. doi: 10.1097/IYC0b013e31822c10e4</p>	
15	Involving Families in Research	<p>Albin, R. W., Dunlap, G., & Lucyshyn, J. M. (2002). Collaborative research with families on positive behavior support. In J.M.Lucyshyn, G. Dunlap & R. W. Albin (Eds.), <i>Families and positive behavior support: Addressing problem behavior in family contexts</i> (pp. 373-390). Baltimore, MD: Brookes.</p> <p>Dunst, C. J., & Trivette, C. M. (2009). Meta-analytic structural equation modeling of the influences of family-centered care on parent and child psychological health. <i>International Journal of Pediatrics, 2009</i>, 1-9. doi:</p>	Competency # 7

		10.1155/2009/576840 Fox, L., Vaughn, B. J., & Dunlap, G. (2002). Research partnership: One family's experience. In J.M.Lucyshyn, G. Dunlap & R. W. Albin (Eds.), <i>Families and positive behavior support: Addressing problem behavior in family contexts</i> (pp. 417-438). Baltimore, MD: Brookes.	
--	--	--	--

DEC/CEC Core Skills in Professional Knowledge and Ethical Practice will be addressed in this course:

ECSE 6 K1	Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs
ECSE 6 K2	Trends and issues in early childhood education, early childhood special education, and early intervention
ECSE 6 K3	Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families
ECSE 6 K4	Advocacy for professional status and working conditions for those who serve infants and young children, and their families

ECSE 6 S1	Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures
ECSE 6 S2	Integrate family systems theories and principles into professional practice
ECSE 6 S3	Respect family choices and goals
ECSE 6 S4	Participate in activities of professional organizations relevant to early childhood special education and early intervention
ECSE 6 S5	Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds
ECSE 6 S6	Advocate on behalf of infants and young children and their families
ECSE 6 S7	Implement family services consistent with due process safeguards

Course Competencies

Competency #1 Analysis of Research Report

The student will prepare an analysis of a research paper which focuses on families of young children with disabilities or at risk for disabilities using the process illustrated in class

Student Name: _____ Date: _____

Please rate the student's performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

. In the analysis, the student will respond to the following questions:

1. Who were the study participants?	1	2	3	4	5
2. What research methods were used in the study?	1	2	3	4	5
3. What practice characteristics constituted the focus of investigation? How were practice characteristics measured?	1	2	3	4	5
4. What outcomes constituted the focus of the investigation? How were the outcomes measured?	1	2	3	4	5
5. How did the researchers relate variations in the practice characteristics to variations in the study outcomes?	1	2	3	4	5
6. What were the study findings?	1	2	3	4	5
7. How did the investigators tease out information about the influence of particular characteristics of the practices?	1	2	3	4	5
8. What information did the investigators provide that strengthens the credibility of their findings?	1	2	3	4	5
9. How could a practitioner use these findings to improve their practices working with families?	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #2 Family Systems Analysis

The student will describe the family systems of two families with whom he/she works.

Student Name: _____ Date: _____

Please rate the student's performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

The student clearly described the family systems of two families with whom he/she works. The description included the following:

1. Family characteristics, including characteristics of the family unit (i.e., size and form, cultural background [e.g., ethnicity, religion, values, beliefs, etc.], socioeconomic status, and location of residence) and personal characteristics of family members.	1	2	3	4	5
2. Family interactions, including how members of each family interact with one another and with others outside the family unit and the rules that govern family interactions and communication styles.	1	2	3	4	5
3. Family functions, including functions assumed by different members of each family and circumstances that either facilitate or hinder family functions being met in the family.	1	2	3	4	5
4. Family life cycle, including the stage of the family life cycle that best describes each family and transitions the family currently is experiencing.	1	2	3	4	5
The student also included the following in the analysis of each family system:					

1. What information about the family system did you already know about each family? What additional information did you need to learn? How did you learn the information?	1	2	3	4	5
2. How are the two family systems similar? How do they differ?	1	2	3	4	5
3. How does knowledge of the family system help you understand each family's strengths, resources, needs, desires, and expectations? How does this knowledge help you understand how each family might go about addressing these needs, desires, etc.?	1	2	3	4	5
4. In what ways are your personal beliefs challenged by your understanding of these family systems?	1	2	3	4	5
5. In what way should your knowledge and understanding of each family system influence your practice with each family? How does your practice need to change to reflect this understanding and knowledge? What do you need to do in order to make this change?	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #3 Family Centered Practice

The student will complete the Family-Centered Practices Checklists on an interaction with each of two families (one checklist for each family).

Student Name: _____ Date: _____

Please rate the student’s performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

The following information is included in the written analysis of their practices:

1. In what ways do your practices mirror practices in the relational component of family centered practices? In what ways are your practices inconsistent with these practices? Why?	1	2	3	4	5
2. In what ways do your practices mirror practices in the participatory component of family centered practices? In what ways are your practices inconsistent with these practices? Why?	1	2	3	4	5
3. What characteristics of the families influenced your use or lack of use of family-centered practices with them? In what ways were your practices influenced? Why is this true?	1	2	3	4	5
4. In what ways do your personal beliefs and values facilitate or hinder your use of family-centered practices? Why is this true?	1	2	3	4	5
5. What do you need to do to make your practices more consistent with practices in the relational component of family –centered practices? Be specific.	1	2	3	4	5

6. What do you need to do to make your practices more consistent with practices in the participatory component of family –centered practices? Be specific.	1	2	3	4	5
7. What supports and resources do you need in order to make the desired changes in your practices to better mirror family-centered practices? How will you get them?	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #4 Understanding Cultural Diversity

The student will provide a written summary of an interview with a family of a young child with disabilities whose cultural background is different from his/her own.

Student Name: _____ Date: _____

Please rate the student's performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

The summary of the interview included the following:

1. When and why the family moved to the United States.	1	2	3	4	5
2. The family's views (beliefs, values, etc.) about the nature of the child's disability and the appropriate course of action.	1	2	3	4	5
3. The family's views (beliefs, values, etc.) about the child's learning and their own role in helping their child learn.	1	2	3	4	5
4. The family's views about intervention services they receive in the United States.	1	2	3	4	5
5. The kinds of supports and resources the family needs or desired in the United States.	1	2	3	4	5
6. How issues of acculturation, or accommodating to the dominant culture, affect this family.	1	2	3	4	5
The reflection about the interview answered the following questions:					
1. What aspects of the family's values, beliefs, and behaviors might present challenges in the	1	2	3	4	5

context in which they live? Why? How could these same aspects of the family's culture be viewed as strengths and assets of the child and family?					
2. How do your childrearing beliefs differ from those of the family?	1	2	3	4	5
3. What communication strategies did you use that were effective for learning about the family's childrearing values and beliefs? What did you do that was not effective? Provide specific examples and explain why the strategies you used were either effective or not.	1	2	3	4	5
4. What communication skills do you need to improve? Why? What specifically could you do differently?	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #5 Family Activity Setting Interview

The student will complete an activity settings form after an interview with a family identifying and selecting everyday activity settings as sources of child learning opportunities.

Student Name: _____ Date: _____

Please rate the student's performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

The written reflection of the interview included:

1. A description of what you did that facilitated this interview and helped the family understand why everyday learning is important.	1	2	3	4	5
2. A description of what you did that assisted the family to identify and select everyday activity settings for their child's learning.	1	2	3	4	5
3. An analysis of the extent to which your current practices focus on assisting parents to use everyday activity settings as sources of child learning opportunities.	1	2	3	4	5
4. A description of practices you use that are inconsistent with parents' use of everyday learning opportunities (e.g., doing interventions yourself in everyday activity settings – see Contrasting Approaches section of Session 6).	1	2	3	4	5
5. Plans describing how your practices should change to better mirror the desired approach to everyday learning. (e.g., How will your interactions with parents change? How will you help parents identify and use everyday activities as sources of learning opportunities?)	1	2	3	4	5

Overall rating	1	2	3	4	5
-----------------------	---	---	---	---	---

Competency # 6: IFSP Analysis

The student will provide a written analysis of an IFSP or IEP process with a family

Student Name: _____ Date: _____

Please rate the student's performance on each of the following criteria. Use the following scale:

- 5 = Excellent
- 4 = Area of strength
- 3 = Competent
- 2 = Area to improve
- 1 = Insufficient

The written analysis of the IFSP/IEP process includes the following:

<p>1. An analysis of interactions <i>before the IFSP meeting</i>:</p> <ul style="list-style-type: none"> • A description of what you did to gather information with the family and to prepare the family for the IFSP meeting. Provide specific examples. • An analysis of the extent to which those actions were consistent with family centered practices. • A description of what, if anything, you should have done differently to better prepare the family for the meeting. 	1	2	3	4	5
<p>2. An analysis of interactions <i>during the IFSP meeting</i>:</p> <ul style="list-style-type: none"> • A description of how you supported the family's participation during the IFSP meeting. Provide specific examples. • An analysis of the extent to which your support helped the family participate as an active member of the intervention team. • A description of what, if anything, you should have done differently to further encourage family participation. 	1	2	3	4	5
<p>3. An analysis of interactions <i>after the IFSP meeting</i>:</p>	1	2	3	4	5

<ul style="list-style-type: none"> • A description of what you did to follow up with the family. • A description of what, if anything, you should have done differently to follow up on the meeting. 					
Analysis of outcome statements in the IFSP answering the following questions:					
1 To what extent is each outcome statement response to a family concern or priority? Which, if any, outcome statements were not identified by the family?	1	2	3	4	5
2. To what extent were all the family’s identified concerns and desires addressed by outcome statements? What, if any, family-identified concerns, priorities, desires, etc., were not addressed? Why?	1	2	3	4	5
3 . To what extent were the outcome statements focused on child participation and learning in everyday activities? For outcome statements that reflect everyday learning, how were these outcomes identified?	1	2	3	4	5
4. Review the outcome statements and the family’s concerns, and choose at least two child outcomes and two family outcomes that could be reworded or developed to better reflect family priorities and everyday learning. Reword the outcome statements or write additional ones as examples.	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #7: Service Coordinator Interview

The student will write a summary and analysis of an interview with a family service coordinator under IDEA.

Student Name: _____ Date: _____

Please rate the student's performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
4 = Area of strength
3 = Competent
2 = Area to improve
1 = Insufficient

The student's description included:

• What service coordination model guides the service coordinator's work?	1	2	3	4	5
• What particular practices does the service coordinator use in providing service coordination? (Refer to categories of desired practices of service coordination described in Session 8)	1	2	3	4	5
• In the service coordinator's experience, what facilitates or supports his or her provision of service coordination to families? Why does the service coordinator consider this a support?	1	2	3	4	5
• What barriers to providing service coordination has the service coordinator experienced? How has he or she dealt with those barriers?	1	2	3	4	5
• How does the service coordinator feel he or she is treated or viewed by other professionals as a member of the IFSP team?	1	2	3	4	5
• What strategies does the service coordinator use to learn about community resources and supports that might be useful in assisting families to meet their needs? What particular information is gathered about community resources?	1	2	3	4	5
• Find out about an example of a situation the service coordinator had with a family or another professional that he or she was not prepared to handle. As a service coordinator, how did he or she	1	2	3	4	5

handle the situation?					
The written report included an analysis of the service coordinator's responses and experiences. Consider the following:					
<ul style="list-style-type: none"> How does the service coordination model influence this person's practices? What other influences either hinder or impede his or her practices? 	1	2	3	4	5
<ul style="list-style-type: none"> What other approaches could a person use to overcome the barriers to service coordination that the service coordinator identified? 	1	2	3	4	5
<ul style="list-style-type: none"> What other desired service coordination practices might a person in the service coordinator's position use with families? How could this be accomplished given the supports and constraints that were described? 	1	2	3	4	5
<ul style="list-style-type: none"> What other information would be useful to know about community resources in order to be prepared to help families make informed decisions about accessing resources to meet their needs? 	1	2	3	4	5
<ul style="list-style-type: none"> Compare the service coordinator's perspective about the provision of service coordination to your own perspective? In what ways does your perspective differ from that of this service coordinator? 	1	2	3	4	5
<ul style="list-style-type: none"> How would you have handled the difficult situation the service coordinator described? Why would you have chosen this strategy? 	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

CURRICULA ACTION REQUEST FORM

NEAG School of Education
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

COURSE NUMBER EPSY 5172 Current Proposed

COURSE TITLE Intervention Strategies for Infants and Young Children with
Disabilities or Delayed Development and Their Families

INITIATING DEPARTMENT Educational Psychology

CONTACT PERSON Mary Beth Bruder, Ph. U-BOX UCHC – MC6222

PHONE (860) 679-1500 E-MAIL bruder@nso1.uchc.edu

PROPOSED COURSE INSTRUCTOR(S) _____

ACTION REQUESTED (check all that apply)

Course: new experimental revision dropping course

Program/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL: _____

Departmental Minutes (must be included electronically)

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL Depts electronically):
[EPSY; EDLR; EKIN; EDCI]

PROPOSED IMPLEMENTATION DATE: Semester: _____ Year: _____

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE _____

DATE FORMS SENT TO REGISTRAR _____

Complete the following sections if you are proposing a:

NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE

PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

Intervention Strategies for Infants and Young Children with Disabilities or Delayed Development and Their Families

3 graduate credits

RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

While early childhood (EC) services have been provided by state and local agencies for over 100 years, and early intervention (ECI) services for infants and young children with disabilities have been provided for 50 years, never in our country's history has there been such attention given to the needs of young children. This focus has caused an unprecedented growth of EC services and a subsequent need for qualified personnel to staff these programs. However, recent data have been collected that suggests serious concerns about the current status of the EC workforce: shortages of personnel; a lack of training at both the preservice and inservice level; and discrepancies with state adherence to national competencies and standards (see http://www.uconnucedd.org/projects/per_prep/resources.html).

Additionally, there is a growing consensus that EC providers are facing enormous challenges due to the diversity of needs of young children being served, and the inequities and inconsistencies across the content and competencies of EC teacher training programs. Compounding these issues are the complexity of needs of infants and young children with disabilities, and the specialized competencies required of teachers to effectively provide ECI under the Individuals with Disabilities Education Act (IDEA)

This proposed course will address these concerns so that infants and young children receiving early childhood intervention (ECI) under IDEA and within community early childhood programs will be supported by appropriately trained teachers so they may achieve measurable and meaningful outcomes.

Course Syllabus including course description and course outline. (include as email attachment)

Supporting documentation that **MUST** be provided at the time of submission:

- a. Departmental minutes
- b. Department chairperson's (all departments) approval (email)
- c. PeopleSoft form (if undergraduate course)
- d. Graduate School Transmittal form (if graduate course)

University of Connecticut
Neag School of Education
EPSY 5172
3 credit hours

Early Childhood Intervention Certificate Program

**Intervention Strategies for Infants and Young Children with Disabilities or
Delayed Development and Their Families**

Course Instructor:

Office Hours: TBD

Mary Beth Bruder, Ph.D

Phone: (860) 679-1500

Fax: (860) 679-1571

E-mail: bruder@nso1.uhc.edu

Course Description: The purpose of this course is to illustrate the importance of well planned and executed interventions for infants and young children with high needs and/or disabilities who receive early childhood services under the Individuals with Disabilities Education Act (IDEA). Students will learn to create intervention programs with integrated (across developmental domains) outcomes that stem from a functional assessment and a collaborative team process. This includes interventions and services designed to maximize natural learning opportunities and the use of evaluation tools and progress monitoring for individual children and families as required for federal reporting. This course relies on outside readings, class discussions, interactive web-based assignments and completion of performance-based competencies where concepts are interpreted and applied to infants and young children and their families.

Course Objectives*: By the end of the course, students will be able to:

1. Understand the purpose of evaluation and assessment in early childhood intervention and the guiding principles for implementing functional/authentic assessments with infants and young children and families.
2. Demonstrate the ability to plan and implement a functional assessment, including supporting the family's participation in the assessment process and the reporting results both orally and in a written report.
3. Understand the three OSEP child outcomes required to be reported on all infants and young children receiving services under IDEA and why traditional developmentally domain-based approaches to child development may not be useful.
4. Identify and describe child behaviors across ages and competence levels related to each of the three child outcomes

5. Describe team models and why the transdisciplinary team model is recommended in early childhood intervention.
6. Demonstrate the ability to facilitate an IFSP and IEP meeting using a collaborative team process for the development of functional outcomes and objectives.
7. Describe collaborative consultation and the primary provider model.
8. Understand the key principles of collaborative consultation and the contexts, roles, and strategies for consulting with family members, community members, and early interventionists.
9. Demonstrate understanding of how to effectively design intervention routines using antecedent instructional protocols and consequences including adult-and peer-mediated strategies across a range of intervention targets for infants and young children.
10. Describe situated learning and how the environment can mediate child learning.
11. Understand various intervention strategies and supports to promote competence in each of the three OSEP child outcomes.
12. Demonstrate understanding of the use of progress monitoring as part of the IFSP/IEP process; including planning, implementation, and decision-making.
13. Understand the purpose and characteristics of program evaluation and the federal reporting requirements on child and family outcomes.

***Division for Early Childhood /Council for Exceptional Children Core Knowledge and Skills Personnel Standards addressed in this course are listed at the end of the syllabus**

Course Requirements: Students are expected to complete all course content and contribute to discussions and group peer mentorship. Program faculty assumes that all participants will display respect for colleagues, openness to new ideas and challenges, and integrity in completion of readings, competencies, and web-based sessions.

General Requirements:

Assignments

Assignments which are turned in late without prior consent of the instructor will be scored a B. In your written assignments and in class discussions, the names of local people (e.g., children, families, professionals) should not be used. Confidentiality should be respected at all times. The language used should reflect the sensitivities of the time (e.g., “infant exposed to cocaine” vs. “coke babies” or “student with cognitive disabilities” vs. “trainable mentally retarded student”) and emphasize the total humanity of the person. Behaviors or conditions should not be confused with the person of concern. Thus referring to individuals first - “children with special needs” - would be preferable to “handicapped child” or “the disabled.” Similarly, we discuss “families who face multiple challenges” instead of “dysfunctional families.”

Attendance

Attendance in class is required. Information shared among class members cannot be read in articles. This interaction is too valuable a source of information to miss and cannot be recreated or “made up.” Two points will be subtracted for each absence from class that is not excused in advance by the instructor.

Accommodations for Religious Observances

Students will be allowed to complete requirements that are missed because of a religious observance.

Accommodations for Students with Disabilities

If you have an identified disability that may affect your performance in this class, schedule an appointment (no later than the second class) so that provisions can be made to ensure that you have an equal opportunity to meet all the requirements of this course.

The Center for Students with Disabilities (CSD)

Wilbur Cross Bldg, Room 201

860-486-2020 (voice)

860-486-2077 (TTD)

<http://www.csd.uconn.edu/>

Academic Misconduct

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.

Specific requirements for Course Completion

1. Competencies: Student are required to complete all 9 course competencies prior to the end of the course. Weekly contact with the instructor and ongoing supervision will facilitate successful completion of each competency. If students need to have access to programs and families in order to complete these competencies they must communicate this need to the course instructor no later than week 2 of class. Total average score on each rubric must be 4 in order to receive an A in the course; a 3.5 to receive a B. Each competency may be implemented until a B or higher is reached. The competencies and rubrics are in the appendix

2. Reaction to Readings: Each student will prepare 1 page written reaction synthesizing the required readings for the week in the format provided and e-mail them to the instructor. The reactions will include the utility of the readings to early childhood intervention practice. Reading reactions are due prior to each class session and will be marked as satisfactory or redo until a satisfactory is attained

Required Readings:

Texts:

Noonan, M. J., & McCormick, L. (2014). *Teaching young children with disabilities in natural environments* (2nd ed.). Baltimore, MD: Brookes.

Collins, B. C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

Halle, T., Metz, A., & Martinez-Beck, I. (Eds.). (2013). *Applying implementation science in early childhood programs and systems*. Baltimore, MD: Brookes.

Other:

McWilliam, R. A., Casey, A. M., & Sims, J. (2009). The routines-based interview: A method for gathering information and assessing needs. *Infants & Young Children, 22*, 224-233.

Powell, D., Dunlap, G., & Fox, L. (2006). Prevention and intervention for the challenging behaviors of toddlers and preschoolers. *Infants and Young Children, 19*, 25-35.

Course Schedule, Readings and Assignments:

Date	Topic	Readings	Assignment Due
1	Children's Development: Social-Emotional Skills	Noonan & McCormick, chapter 1 Powell, Dunlap, & Fox, 2006	
2	Children's Development: Acquisition and Use of Knowledge and Skills	Collins, chapter 6 Noonan & McCormick, chapter 4	
3	Children's Development: Taking Action to Meet Needs	Collins, chapter 8	
4	Evaluation and Authentic Assessment Using Activity Settings	Noonan & McCormick, chapter 1; McWilliam, Casey & Sims, 2010	Competency #1
5	IFSP/IEP Team Process and the Identification of Functional Outcomes	Noonan & McCormick, chapter 3	
6	Teaming and Collaborative Consultation Across Disciplines and Settings	Collins, chapter 9 Noonan & McCormick, chapter 2	Competency #2,3,4
7	Helping Families Facilitate Their Children's Development	Halle, Metz & Martinez-Beck, chapter 6	
8	Universal Design for Intervention	Collins, chapter 1 Noonan & McCormick, chapter 11	Competency #5
9	Antecedents and Consequences Prompting Systems and Use of Reinforcement	Collins, chapters 3 & 4 Noonan & McCormick, chapter 6 & 7	
10	Embedding Instruction into EC Settings	Collins, chapters 5 & 7 & 10 Noonan & McCormick, chapter Collins, chapter 2	
11	Data Collection Systems and Decision Rules	Noonan & McCormick, chapter 5	
12	Using Assistive Technology	Collins, chapter 11 Noonan & McCormick, chapter 13	
13	High Need Children: Challenging Behavior	Noonan & McCormick, chapter 10 & 12	Competency #7
14	High Need Children: ASD	Noonan & McCormick, chapter 9	
15	Evaluation of Children, Families, Staff and Programs	Halle, Metz & Martinez-Beck, chapters 6, 8, 10 & 12	Competency # 6,8,9

DEC/CEC Core Knowledge and Skills in Learning Environments will be addressed in this course:

ECSE2 K1	Impact of social and physical environments on development and learning
ECSE2 S1	Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments
ECSE2 S2	Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments
ECSE2 S3	Embed learning opportunities in everyday routines, relationships, activities, and places
ECSE2 S4	Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers
ECSE2 S5	Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences
ECSE2 S6	Implement basic health, nutrition and safety management procedures for infants and young children
ECSE2 S7	Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services

DEC/CEC Core Knowledge and Skills in Curricular Content Knowledge will be addressed in this course:

ECSE3 K1	Concept of universal design for learning
ECSE3 K2	Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children
ECSE3 K3	Developmental and academic content
ECSE3 S1	Apply current research to the five developmental domains, play and temperament in learning situations
ECSE3 S2	Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community
ECSE3 S3	Implement and evaluate preventative and reductive strategies to address challenging behaviors
ECSE3 S4	Plan and implement developmentally and individually appropriate curriculum

DEC/CEC Core Skills in Instructional Planning and Strategies will be addressed in this course:

ECSE5 S1	Facilitate child-initiated development and learning
ECSE5 S2	Use teacher-scaffolded and initiated instruction to complement child-initiated learning
ECSE5 S3	Link development, learning experiences, and instruction to promote educational transitions
ECSE5 S4	Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children
ECSE5 S5	Use strategies to teach social skills and conflict resolution
ECSE5 S6	Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines
ECSE5 S7	Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team
ECSE5 S8	Design intervention strategies incorporating information from multiple disciplines
ECSE5 S9	Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction
ECSE5 S10	Align individualized goals with developmental and academic content
ECSE5 S11	Develop individualized plans that support development and learning as well as caregiver responsiveness
ECSE5 S12	Develop an individualized plan that supports the child's independent functioning in the child's natural environments
ECSE5 S13	Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds

Competency #1 Implementing and Reporting Early Childhood Assessment

The student will complete assessments using three assessment methods to gather information about a particular child; will write an assessment report integrating findings from the three assessment sources; and will provide a written analysis of the assessment process:

Student Name: _____ Date: _____

Please rate the student's performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

<p>1. Conduct a functional assessment. This will require gathering the information listed below about a child with whom the student works. Must use at least three different assessment methods (e.g., interview, observation, checklist, test, etc.) to gather information about:</p> <ul style="list-style-type: none"> • Child interests • Child abilities participating in different everyday activities • Other child characteristics that affect the child's participation • Characteristics of the social and physical environment that influences the child's behavior 	1	2	3	4	5
<p>2. Write an assessment report integrating information from the different assessment methods and sources. The report must include the features of assessment reports described in Session1.</p>	1	2	3	4	5
<p>The analysis of the assessment process must answer the following questions:</p>					
<p>1. Describe the strategies and tools used for the assessment. What guided your choices of methods and strategies?</p>	1	2	3	4	5
<p>2. Compare the information you gathered to other formal assessment methods In what ways was the information obtained from the methods different?</p>	1	2	3	4	5

3. With whom did you partner to complete assessments? Who comprised your assessment “team” and what were their roles?	1	2	3	4	5
4. In what ways were your assessment practices consistent with DEC recommended standards for assessment in early childhood intervention?	1	2	3	4	5
5. In what ways, if any, were your assessment practices inconsistent with DEC recommended standards in early intervention?	1	2	3	4	5
6. What, if anything, could you do to make your assessment practices more consistent with the standards?	1	2	3	4	5
7. How successful were you in integrating your assessment findings and presenting an accurate picture of the child’s functioning in your report? Why do you think so?	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #2 Observing Children’s Social Emotional Skills

The student will complete: 1) written summaries and analyses of observations of social-emotional skills and social relationships of an infant, toddler, and preschool age child who do not have developmental delays or disabilities; and 2) written summaries and analyses of social-emotional skills of two children with developmental delays or disabilities with whom they work

Student Name: _____ Date: _____

Please rate the student’s performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

<p>Conduct observations of three children who do not have a developmental delay or disability: (1) an infant, birth –to 12 months of age, (2) a toddler, 12 months-35 months of age, and (3) a preschooler, 3-5 years of age. Observe each child in four different activity settings: two family activity settings, one community activity setting, and, if applicable, an early childhood program activity setting. For each child, prepare a written summary and analysis of your observations, including the following:</p>					
<p>1. List the child behaviors you observe in each activity setting related to the OSEP Child Outcome 1: <i>Children have positive social-emotional skills (including social relationships).</i></p>	1	2	3	4	5
<p>2. Analyze your observations, describing why you think the social-emotional behaviors you observed are or <i>are not</i> representative of the child’s abilities. Explain why you think this child’s behaviors are typical of children of this age.</p>	1	2	3	4	5
<p>3. Describe any behaviors you observed that you think are not displayed typically by children of this age.</p>	1	2	3	4	5
<p>Observe two children with whom you work who have developmental delays or disabilities. Observe each child in two family activity settings, one community activity setting, and, if applicable, an early childhood program activity setting. For each child, prepare a written summary and analysis of your observations, including the following:</p>					

1. List the child behaviors you observe in each activity setting related to the OSEP Child Outcome 1: <i>Children have positive social-emotional skills (including social relationships).</i>	1	2	3	4	5
2. Analyze your observations describing why you think the social-emotional behaviors you observed are or are not representative of the child's abilities.	1	2	3	4	5
3. Describe the approximate age level at which the child is functioning in terms of his or her social-emotional skills and social relationships in everyday activities. Provide a rationale for your conclusions.	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #3 Observing Children’s Acquisition and Use of Skills

The student will complete: 1) written summaries and analyses of observations of social-emotional skills and social relationships of an infant, toddler, and preschool age child who do not have developmental delays or disabilities; and 2) written summaries and analyses of social-emotional skills of two children with developmental delays or disabilities with whom they work.

Student Name: _____ Date: _____

Please rate the student’s performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

<p>Conduct observations of three children who do not have a developmental delay or disability: (1) an infant, birth –to 12 months of age, (2) a toddler, 12 months-35 months of age, and (3) a preschooler, 3-5 years of age. Observe each child in four different activity settings: two family activity settings, one community activity setting, and, if applicable, an early childhood program activity setting. For each child, prepare a written summary and analysis of your observations, including the following:</p>					
<p>1. List the child behaviors you observe in each activity setting related to the OSEP Child Outcome 2: <i>Children acquire and use knowledge and skills (including early language/communication [and early literacy]).</i> Include behaviors related to the child’s ability to reason, remember, and solve problems; the child’s understanding of his or her physical and social world; the child’s understanding of early concepts; and the child’s early communication/language and literacy skills.</p>	1	2	3	4	5
<p>2. Analyze your observations, describing why you think the behaviors you observed are or are not representative of the child’s abilities. Explain why you think this child’s behaviors are typical of children of this age.</p>	1	2	3	4	5
<p>3. Describe any behaviors you observed related to the outcome that you think are not displayed typically by children of this age.</p>	1	2	3	4	5

Observe *two children* with whom you work who have developmental delays or disabilities. Observe each child in two family activity settings, one community activity setting, and, if applicable, an early childhood program activity setting. For each child, prepare a written summary and analysis of your observations, including the following:

1. List the child behaviors you observe in each activity setting related to the OSEP Child Outcome 2: <i>Children acquire and use knowledge and skills (including early language/communication [and early literacy]).</i>	1	2	3	4	5
2. Analyze your observations describing why you think the behaviors you observed are or are not representative of the child's abilities.	1	2	3	4	5
3. Describe the approximate age level at which the child is functioning in terms of his or her acquisition and use skills related to Outcome 2 in everyday activities. Provide a rationale for your conclusions.	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #4 Observing Children’s Abilities to Take Action to Meet Needs

The student will complete: 1) written summaries and analyses of observations of an infant, toddler, and preschool age child who do not have developmental delays or disabilities; and 2) written summaries and analyses of two children with developmental delays or disabilities with whom they work.

Student Name: _____ Date: _____

Please rate the student’s performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

<p>Conduct observations of <i>three children</i> who do not have a developmental delay or disability: (1) an infant, birth –to 12 months of age, (2) a toddler, 12 months-35 months of age, and (3) a preschooler, 3-5 years of age. Observe each child in <i>four different activity settings</i>: two family activity settings, one community activity setting, and, if applicable, an early childhood program activity setting. For each child, prepare a written summary and analysis of your observations, including the following:</p>					
<p>1. List the child behaviors you observe in each activity setting related to the OSEP Child Outcome 3: <i>Children take appropriate action to meet their needs</i>. Include behaviors related to the child’s abilities to convey his or her needs; take care of basic needs (e.g. eating, dressing, toileting); take personal responsibility for herself or himself and for other things; get from place to place and use tools to meet needs.</p>	1	2	3	4	5
<p>2. Analyze your observations, describing why you think the behaviors you observed are or are not representative of the child’s abilities. Explain why you think this child’s behaviors are typical of children of this age.</p>	1	2	3	4	5
<p>3. Describe any behaviors you observed related to the outcome that you think are not displayed typically by children of this age.</p>	1	2	3	4	5

Observe *two children* with whom you work who have developmental delays or disabilities. Observe each child in two family activity settings, one community activity setting, and, if applicable, an early childhood program activity setting. For each child, prepare a written summary and analysis of your observations, including the following:

1. List the child behaviors you observe in each activity setting related to the OSEP Child Outcome 3: <i>Children take appropriate action to meet their needs.</i>	1	2	3	4	5
2. Analyze your observations describing why you think the behaviors you observed are or are not representative of the child's abilities.	1	2	3	4	5
3. Describe the approximate age level at which the child is functioning in terms of his or her acquisition and use skills related to Outcome 3 in everyday activities. Provide a rationale for your conclusions.	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #5 Facilitating an IFSP/IEP Meeting

The student will facilitate an IFSP/IEP Meeting, provide a completed IFSP/IEP form and write a reflection of the team process.

Student Name: _____ Date: _____

Please rate the student’s performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

Facilitate an IFSP Meeting. Documentation of the meeting must include:					
1. IFSP meeting agenda	1	2	3	4	5
2. Summary of family strengths and priorities	1	2	3	4	5
3. Summary of child strengths and priorities	1	2	3	4	5
4. IFSP meeting summary	1	2	3	4	5
5. IFSP document used in your state; see (2) below	1	2	3	4	5
6. Summary of next steps	1	2	3	4	5
IFSP should be developed as delineated in state and federal guidelines in collaboration with family and other team members and at a minimum include:					
1. Statement of infant/toddler competence in identified activity settings linked to assessment data.	1	2	3	4	5
2. Statement of family interests, including activity settings/learning opportunities, resources, priorities and concerns.	1	2	3	4	5

3. Statement of family and child outcomes.	1	2	3	4	5
4. Measurable, integrated objectives, evidenced-based strategies and timelines for determining progress	1	2	3	4	5
5. Procedures to document effectiveness.	1	2	3	4	5
6. Description of specific early intervention services necessary to meet the unique needs of the child and family	1	2	3	4	5
7. Projected dates for initiation of services and the anticipated duration of services.	1	2	3	4	5
8. Names of other agencies involved or to be involved.	1	2	3	4	5
9. Name of the service coordinator.	1	2	3	4	5
10. Names of other team members.	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #6 Interventions

The student will develop intervention plans

Student Name: _____ Date: _____

Please rate the student's performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
4 = Area of strength
3 = Competent
2 = Area to improve
1 = Insufficient

Identify three infants/ toddlers/ preschoolers with whom you work, with disabilities or delays. For each child, develop an intervention plan with the parent that supports the child's participation in one or more everyday activities in ways that encourage development around Outcomes 2 and 3					
A. Write a summary of each plan, including the following:					
1. A description of the everyday activity setting(s) used as the source of learning opportunities and when they will be provided;	1	2	3	4	5
2. Identification of specific strategies that will be used to support the child's participation in the activities (e.g., materials, adaptations, adaptive equipment for positioning, positioning strategies, adult interactional strategies supporting the child's development, etc.)	1	2	3	4	5
B. Write an analysis of each plan, including the following:					
1. A discussion of how assessment information (e.g., family preferences, child interests, child abilities in the activities) was used in developing the intervention plans;	1	2	3	4	5
2. A rationale for how the intervention strategies should support the child's development and address the child's needs	1	2	3	4	5
3. A description of any consultations with other interventionists that were or could have been helpful in developing the plan.	1	2	3	4	5
For one of the two children, prepare a video that demonstrates how you supported the parent or other caregiver in using the intervention plans to support and encourage child participation and learning (e.g., providing the parent information about the strategy, demonstrating the strategy to a parent, observing the parent trying the strategy and providing feedback, etc.)					

1. Video submitted	Yes			No	
Overall Rating	1	2	3	4	5

Comments:

Competency # 7 Collaborative Consultation

The student will develop a written plan of strategies for collaborative consultation with family members and other interventionists

Student Name: _____ Date: _____

Please rate the student's performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
4 = Area of strength
3 = Competent
2 = Area to improve
1 = Insufficient

Refer to the IFSP/IEP submitted for the 5 Competency # 5. Imagine that you are the primary provider for this family. For each outcome statement on the IFSP/IEP, describe how you can consult with family members to build their capacity to achieve their goals.					
1. What characteristics (e.g. strengths, interests, availability) if the child and parents would influence collaborative consultation? How would you respond to those characteristics?	1	2	3	4	5
2. What competencies do you anticipate parents will acquire through collaborative consultation to address their goals?	1	2	3	4	5
3. What specific strategies will you use as part of collaborative consultation to help the parents acquire those competencies?	1	2	3	4	5
4. How will you ensure the family's active participation?	1	2	3	4	5
5. What barriers to collaborative consultation with families could hinder the collaborative process? How will you address those barriers?	1	2	3	4	5
Identify the outcome statements that will require consultation for other early interventionists. For <i>each</i> of these outcome statements, describe the collaborative consultation that will take place.					

1. Why is collaborative consultation with the other interventionists needed to achieve the outcome?	1	2	3	4	5
2. What knowledge and skills would you bring to the consultation?	1	2	3	4	5
3. What new knowledge or competencies do you anticipate acquiring as a result of collaborative consultation with other early interventionists around the outcome?	1	2	3	4	5
4. What will be your role in obtaining information and assistance from other interventionists (i.e. how will you get the information and assistance)?	1	2	3	4	5
5. How will you ensure that the consultation with other early interventionists benefits parents and children?	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Competency #8 Specialized Intervention Supports

The student will complete: 1) a written summary of intervention plans for two children (one with motor disabilities and one with feeding challenges). Each plan should support child participation in one or more activity settings. 2) a written analysis of each intervention plan, supported by a video

Student Name: _____ Date: _____

Please rate the student's performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

<p>Identify <i>two</i> children (1-infants/ toddlers and 1- preschooler) with whom you work, one who has <i>motor disabilities</i> and the other who has <i>feeding challenges</i>. For each child, develop an intervention plan with the parent that supports the child's participation in one or more everyday activities in ways that encourage development around Outcome 3 (<i>Children take appropriate action to meet their needs</i>). For the first child, the intervention plan should assist the parent in addressing the child's motor difficulties in ways that support activity participation. For the second child, the intervention plan should assist the parent in addressing the child's feeding challenges.</p>					
A. Write a summary of each plan, including the following:					
1. A description of the everyday activity setting(s) used as the source of learning opportunities and when they will be provided;	1	2	3	4	5
2. Identification of specific strategies that will be used to support the child's participation in the activities (e.g., materials, adaptations, adaptive equipment for positioning, positioning strategies, adult interactional strategies supporting the child's development, etc.)	1	2	3	4	5
B. Write an analysis of each plan, including the following:					
1. A discussion of how assessment information (e.g., family preferences, child interests, child abilities in the activities) was used in developing the intervention plans;	1	2	3	4	5
2. A rationale for how the intervention strategies should support the child's development and address the child's needs	1	2	3	4	5

3. A description of any consultations with other interventionists that were or could have been helpful in developing the plan.	1	2	3	4	5
For <i>one</i> of the two children, prepare a <i>video</i> that demonstrates how you supported the parent or other caregiver in using the intervention plans to support and encourage child participation and learning (e.g., providing the parent information about the strategy, demonstrating the strategy to a parent, observing the parent trying the strategy and providing feedback, etc.)					
1. Video submitted	Yes			No	
Overall Rating	1	2	3	4	5

Comments:

Competency # 9 Planning and Implementing Progress Monitoring

The student will complete: 1) Progress monitoring plans for one child outcome statement; 2) a written analysis of progress the progress monitoring plan; 3) a written summary and analysis of information collected for the child outcome statement; and 4) a written description and justification of decisions made based on progress monitoring.

Student Name: _____ Date: _____

Please rate the student’s performance on each of the following criteria. Use the following scale:

- 5 = Excellent**
- 4 = Area of strength**
- 3 = Competent**
- 2 = Area to improve**
- 1 = Insufficient**

1. Refer to the IFSP/IEP you submitted for Competency # 5. Together with the parents and other team members (where appropriate), develop a plan for monitoring child progress on three child outcome/goals statement on the IFSP/IEP. Include the following in the progress monitoring plan:					
• The IFSP/IEP outcome and objectives and a brief description of the intervention plan and strategies used to promote the child’s progress;	1	2	3	4	5
• A description of the specific questions regarding the <i>implementation of the intervention</i> that will be answered by monitoring;	1	2	3	4	5
• A description of the specific questions regarding the <i>benefits of the intervention</i> that will be answered by monitoring;	1	2	3	4	5
• A description and justification of <i>when and where</i> child progress will be monitored;	1	2	3	4	5
• A description and justification of the particular <i>approach</i> that will be used;	1	2	3	4	5
• Identification of <i>who</i> will collect the information.	1	2	3	4	5
2. Analyze the monitoring plan. Include a description of the extent to which the monitoring plan meets the guidelines for planning progress monitoring described in Session 9.	1	2	3	4	5
3. Implement the progress monitoring plan, collecting information as described. Review the information and prepare a written summary and analysis of the findings. Include the following:					

<ul style="list-style-type: none"> How the monitoring data was reviewed (e.g., graphed, etc.) 	1	2	3	4	5
<ul style="list-style-type: none"> Summary of the findings and conclusions drawn. 	1	2	3	4	5
4. With parents and other team members, determine decisions that should be made based on the findings of the progress monitoring. Describe and justify whether changes or modifications should be made in the intervention plan and if so, what changes should be made.	1	2	3	4	5
Overall Rating	1	2	3	4	5

Comments:

Request for New/Modified UConn Academic Degree Program or Name Change

General Information

Name of proposed academic degree program (If solely a Name Change, indicate old and new names):

Certificate in the Education of Infants and Young Children with Disabilities or Delayed Development

Name of sponsoring Department(s):

Educational Psychology

Name of sponsoring School(s) and/or College(s):

Neag School of Education

Campuses (Storrs and/or regional[s]) proposed to offer this degree program:

Farmington

Contact person and contact details:

Mary Beth Bruder
University of Connecticut Center on Disabilities
263 Farmington Avenue – MC 6222
Farmington, CT 06030-6222
Phone: (860) 679-1500
Email: bruder@nsol.uhc.edu

Type of Proposal (New/Modified/Name Change/Discontinuation):

New

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC):

Certificate

Anticipated Initiation Date: **8/14**

Anticipated Date of First Graduation: **8/15**

CIP Code:

DHE Code (if available):

Submittal Information

Name of Department Head(s): Del Siegel

Department(s):**Educational Psychology**

Signature of Department Head(s):

Date:

Name of Dean:

School/College:

Signature of Dean:

Date:

Name of Document Recipient in Provost's Office:

Date:

Please include the following applicable documents upon delivery to Provost's Office:

Course and Curriculum Committee Minutes (One set for all involved departments)

Undergraduate Program Review Committee Minutes (Undergrad Only)

Graduate Faculty Council Executive Committee Minutes (Grad Only; not for the Law School)

Board of Trustees Resolution (Template available on Provost's website)

The Provost's Office will submit the proposal to the Council of Deans, the Board of Trustees, the Advisory Committee on Accreditation (if necessary), and the Board of Regents.

Program Proposal Instructions

Please populate the following fields with all applicable information for your proposed program, modification, or discontinuation. The information below will be shared with the Council of Deans, the Board of Trustees, the Connecticut Board of Regents and the Advisory Committee in Accreditation (if necessary). If you have any questions, please contact the Provost's Office.

Please submit the Program Proposal in WORD format.

Further instructions are available here: <http://policy.uconn.edu/?p=1024>

CONSENT CALENDAR

Institution: University of Connecticut

Item:

Date:

Background & Description

In CT, public school teachers of young children with disabilities (birth to 5) must have a teaching certificate from the State Department of Special Education in special education or early childhood (either for birth to K or PreK to third grade). There are currently 935 teachers of young children holding teaching certificates and teaching in early childhood programs in public schools in CT

The University of Connecticut offered an early childhood special education master's degree program during the 1980s to 1990s. When the faculty who coordinated the program left the University, the program ceased to exist. Yet, over the past 15 years, early childhood special education programs for infants and young children with and without disabilities have continued to expand nationally, as well as in CT.

Since 1995, Dr. Bruder has been offering a certificate in Early Intervention, initially through 15 years of funding from the US Department of Education through the UCHC. This program provides a certificate that is necessary for teachers and other personnel to serve children and their families in the CT Birth to Three Program. The target population for this certificate has been those providing services through State or Local Service Programs. CEU's were provided at no cost and there was an option to gain graduate credits through the Master's Program in Public Health at the UCHC. Most enrollees had master's degrees in special education. The certificate program went on-line in 2006, and is currently not enrolling new students.

We propose to provide a certificate program for teachers, or those preparing to be teachers of infants and young children with disabilities, or delays and their families. The certificate will consist of 4 courses with embedded practicum assignments specific to the early education needs of infants and young children with disabilities or delays. The courses should be taken in an order of increasing knowledge and skills and are guided by the proposed national teaching standards for Early Childhood Educators from the Division of Early Childhood of the Council of Exceptional Children which is used to accredit University teacher training programs under NCATE, now CAEP.

Reasons for the Proposed Program

While early childhood (EC) services have been provided by state and local agencies for over 100 years, and early intervention (ECI) services for infants and young children with disabilities have been provided for 50 years, never in our country's history has there been such attention given to the needs of young children. This focus has caused an unprecedented growth of EC services and a subsequent need for qualified personnel to staff these programs. However, recent data have been collected that suggests serious concerns about the current status of the EC workforce: shortages of personnel; a lack of training at both the preservice and inservice level; and discrepancies with state adherence to national competencies and standards (see http://www.uconnuceedd.org/projects/per_prep/resources.html).

Additionally, there is a growing consensus that EC providers are facing enormous challenges due to the diversity of needs of young children being served, and the inequities and inconsistencies across the content and competencies of EC teacher training programs. Compounding these issues are the complexity of needs of infants and young children with disabilities, and the specialized competencies required of teachers to effectively provide ECI under the Individuals with Disabilities Education Act (IDEA)

This proposed certificate program will address these concerns so that infants and young children receiving early childhood intervention (ECI) under IDEA and within community early childhood programs will be supported by appropriately trained teachers so they may achieve measurable and meaningful outcomes.

Curriculum & Program Outline

There will be a 4 course sequence. Courses may be offered on-line, blended, or traditional classroom. Courses may also be taken independently.

- 1) EPSY 5171: Evaluation and Assessment of infants and Young Children with Disabilities or Delayed Development
- 2) EPSY 5170: Family Centered Practice in Early Childhood Intervention
- 3) EPSY a5172: Intervention Strategies for Infants and Young Children with Disabilities or Delayed Development and Their Families
- 4) EPSY 5173: Teaching and Collaborating Across Early Childhood Systems for Infants and Young Children with Disabilities or Delayed Development and Their Families

Learning Outcomes

Attached in syllabi

Enrollment & Graduation Projections

15 students a year

Financial Resources

Facilities//Equipment/Library/Special Resources

Program Administration

Faculty

Mary Beth Bruder, PhD; Brian Reichow, PhD

Similar Programs in Connecticut or Region

Current programs in CT that prepare teachers in an integrated early childhood/early childhood special education endorsement program:

Endorsement #112 – Integrated Early Childhood/Special Ed., Birth - K

- 1) University of Hartford(undergrad/grad)
- 2) SCSU (grad only)
- 3) COSC-ARC (alt-grad only)

Endorsement #113 – Integrated Early Childhood/Special Ed., N-K; and Elementary Education Grades 1-3 (no sped authorization for grades 1-3)

- 1) ECSU (/undergrad/grad/alt)
- 2) Mitchell (undergrad)
- 3) SCSU (undergrad/grad)
- 4) SJU(grad)
- 5) U of Hartford(undergrad/grad)

There are no state University or College programs that offer a certificate program specific to infants and young children with disabilities or delays in development.

Attachment for Item 5b: CILT Concerns about International Student Health Insurance

The Cognition, Instruction & Learning Technology Program Faculty is very concerned about the negative impact that the change in health insurance coverage for international graduate students who have partners and/or families. While there are currently numerous new health care options for domestic graduate students, there are few or none available for international graduate students who have limited financial resources for health care insurance for partners and children. Therefore, we may find that we have made a fiscal policy decision that has a severely negative impact on our research productivity by pricing ourselves out of the competitive recruitment process with our peer institutions.

The faculty strongly encourages the administration to evaluate all options and their direct and indirect impact on the graduate student population – domestic and international, as well as the research programs across campus.