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Fall 9-1-2001

### HHP 415.01: Program Planning, Implementation, Evaluation and Modification

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## PROGRAM PLANNING, IMPLEMENTATION, EVALUATION AND MODIFICATION

<b>Dept. Name</b>	-	Human Development
<b>Course Number</b>	-	415
<b>Section</b>	-	01
<b>Total Credits</b>	-	4
<b>Time/Day</b>	-	Tuesday & Thursday 4:10pm - 6:00pm
<b>Building/Room</b>	-	Skaggs Building Room 246
<b>Facilitator</b>	-	Sue Forest, Ph.D. Skaggs Building 370 243-5763 (W)
<b>Office Hours</b>	-	Please call to schedule

**Course Description:** This course will prepare students with a foundation of knowledge, competencies, skills, and practical experience in the area of home visiting; implementing early intervention services in appropriate, least restrictive environments; individualizing family intervention for each family; implementing programs for infants and toddlers and their families, preparing and planning in collaboration with families transitions; and developing and implementing, in collaboration with families, program evaluations. The course will primarily focus on children birth through 2 years of age. Opportunities for application of knowledge and skill based competencies and core competencies (communication, problem-solving, critical thinking, decision-making, self-evaluation) will be a primary part of the course. Guest instructors from various departments at the University and experts in the community will present information on their areas of expertise. Students in collaboration with the course facilitator, will develop an individual student plan that will delineate the level of attainment for each of the course competencies and the method by which the competencies will be evaluated.

### Course Calendar:

\* Readings in required text  
(FAC PAC) Readings in FacPac

# September

4<sup>th</sup> Sept. (Tues.)

## Introduction

6<sup>th</sup> Sept. (Thur.)

## Lecture 1: Fundamentals of Early Intervention

- (1) be able to describe why some children are eligible for early intervention services in one or more states but are not eligible for services in other states
- (2) identify the populations that early interventionists may be serving currently and/or in the future
- (3) describe why it is important for early intervention professionals to know strategies for gaining new information
- (4) identify why it is important that early intervention professionals have a sound knowledge of basic developmental processes and functions
- (5) describe how the characteristics of the population served changes as the child becomes chronologically older
- (6) describe how the goals for intervention change as the child becomes chronologically older
- (7) describe how the schedule for activities changes as the child becomes chronologically older
- (8) describe how the child's motivation changes as the child becomes chronologically older
- (9) describe how the context for teaching changes as the child becomes chronologically older

### Required Readings

- \* Bailey, D. B. & Wolery, M. (1992). *Fundamentals of Early Intervention*. In Teaching infants and preschoolers with disabilities (2<sup>nd</sup> Ed.). pp. 2 - 32. New York, NY: Merrill.

11<sup>th</sup> Sept. (Tues.)

## Lecture 2: Goals of Early Intervention

- (1) be able to identify and describe the seven basic service goals for early intervention
- (2) identify the differences among the three types of risk and prevention
  - a. primary prevention
  - b. secondary prevention
  - c. tertiary prevention

## Required Readings

- \* Bailey, D. B. & Wolery, M. (1992). *Goals of Early Intervention*. In Teaching infants and preschoolers with disabilities (2<sup>nd</sup> Ed.). pp. 33-62. New York, NY: Merrill.

## Additional Credit Recommended Readings

- (FACPAC) File, N., & Kontos, S. (1992). **Indirect service delivery through consultation: Review and implications for early intervention**. Journal of Early Intervention, 16(3), 221 - 234.
- (FACPAC) Able-Boone, H., Goodwin, L., Sandall, S. R., Gordon, N., & Martin, D. (1992). **Consumer-based early intervention services**. Journal of Early Intervention, 16(3), 201 - 209.
- (FACPAC) LeLaurin, K. (1992). **Infant and toddler models of service delivery: Are they detrimental for some children and families?** Topics in Early Childhood Special Education, 12(1), pp. 82 - 104.

**13<sup>th</sup>** Sept. (Thur.)

## Lecture 3: Individualized Assessment and Intervention Planning

- (1) identify and describe the eight fundamental goals of the assessment process
- (2) describe why it is important to identify the broad goals to be achieved in the assessment process
- (3) be able to describe the importance of determining the goals that parents may have for the assessment process
- (4) identify the various roles that parents can have in the assessment process and explain why it is important that they have options to choose from as far as their role in the process
- (5) describe the professionals role in the assessment process
- (6) describe why it is important to hold a team meeting to plan the assessment process

## Required Readings

- \* Bailey, D. B. & Wolery, M. (1992). *Individualized Assessment and Intervention Planning*. In Teaching infants and preschoolers with disabilities (2<sup>nd</sup> Ed.). pp. 95-126. New York, NY: Merrill

**18<sup>th</sup>** Sept. (Tues.)

## **Lecture 4: The Relationship Between Parents and the Home Visitor**

- (1) identify and describe in detail the four elements central to a home visitors work with a family
- (2) describe why it is important for the home visitor to establish appropriate boundaries with the families that they work with
- (3) identify effective strategies for maintaining appropriate boundaries with families and what to do if family's try to extend or reduce the boundaries
- (4) describe why it is important for the home visitor to build on family strengths
- (5) identify effective strategies/activities for identifying and building on family strengths
- (6) be able to identify situations when it is appropriate to share one's own family life
- (7) identify the competencies a home visitor displays that help to develop the personal relationship between the home visitor and the family
- (8) describe difficulties a home visitor may face when working with families who are unmotivated and minimally involved with their child and care givers who are substance abusers
- (9) identify strategies a home visitor can use to effectively provide services to families who are unmotivated and minimally involved with their child and care givers who are substance abusers

### **Required Readings**

- \* Klass, C. S. (1996). *The Relationship Between the Parent and The Home Visitor*. In Home visiting: Promoting healthy parent and child development pp. 11-38. Baltimore, MD: Paul H. Brookes.

**20<sup>th</sup>** Sept. (Thur.)

## **Lecture 5: The Home Visitors Approach**

- (1) identify and describe the 12 communication/interpersonal skills that encourage, maintain, and promote the care giver-home visitor relationship
- (2) identify and describe the skills and practices necessary when working with families from diverse backgrounds, especially those that are disproportionately at risk
- (3) identify and describe the potential problems that may arise when working with low-income families

- (4) describe difficulties a home visitor may face when working with families who think concretely and have difficulty generalizing and family's living in chaotic conditions
- (5) identify strategies a home visitor can use to effectively provide services to families who think concretely and have difficulty generalizing and families living in chaotic conditions

### Required Readings

- \* Klass, C. S. (1996). *The Home Visitor's Approach*. In Home visiting: Promoting healthy parent and child development pp. 39-84. Baltimore, MD: Paul H. Brookes.

**25<sup>th</sup>** Sept. (Tues.)

### **Lecture 6: Strategies for Intervention: Teaching and the Teaching Process**

- (1) define learning and describe what learning is
- (2) define and describe what teaching is
- (3) identify and describe the four phases of learning
- (4) identify and describe the three types of skills that are identified for instruction or intervention by the assessment process
- (5) define and describe the difference between form and function
- (6) identify and describe the five assumptions about form and function
- (7) identify and describe the three guidelines required for structuring environments for learning
- (8) identify the important characteristics of the materials used in teaching infants and young children
- (9) identify five criteria that should be utilized when selecting reinforcers
- (10) describe the three main things that must be monitored in intervention programs

### Required Readings

- \* Bailey, D. B. & Wolery, M. (1992). *Strategies for Intervention: Teaching and The Teaching Process*. In Teaching infants and preschoolers with disabilities (2<sup>nd</sup>. Ed.). pp. 127-160. New York, NY: Merrill.

**27<sup>th</sup>** Sept. (Thur.)

### **Lecture 7: Curriculum and Instruction**

- (1) identify and describe the various models for determining curriculum content
- (2) Identify the three models for determining curriculum content and describe the advantages and disadvantages of each model

- (3) list the seven important criteria to evaluate curricula
- (4) identify and describe the seven principles of effective teaching/intervention
- (5) list the four standards by which goals should be written
- (6) develop and implement goals that incorporate the 4 standards
- (7) define and describe antecedent events
- (8) identify and describe the various types of prompts that can be used
- (9) effectively utilize prompting system and make changes as necessary
- (10) identify and describe the various ways that trials/tasks can be organized
- (11) describe several strategies for determining potential reinforcers
- (12) select, implement, and evaluate a strategy for selecting potential reinforcers
- (13) describe the four guidelines for correcting errors
- (14) define and describe the three major outcomes of functional analysis

### Required Readings

- \* Orelove, F. P. & Sobsey, D. (1996). *Curriculum and Instruction. In Educating children with multiple disabilities: A transdisciplinary approach* (3<sup>rd</sup> Ed.). pp. 377-409. Baltimore, MD: Paul H. Brookes.

## October

2<sup>nd</sup> Oct. (Tues.)

### Lecture 8: Strategies for Intervention: Teaching Procedures and Options

- (1) identify and describe effective teaching/instructional strategies
- (2) describe the role of errors in learning
- (3) identify and describe the first level guidelines for developing and selecting instructional interventions
- (4) identify and describe the second level guidelines for developing and selecting instructional interventions
- (5) identify and describe the contexts for presenting learning opportunities

### Required Readings

- \* Bailey, D. B. & Wolery, M. (1992). *Strategies for Intervention: Teaching Procedures and Options. In Teaching infants and preschoolers with disabilities* (2<sup>nd</sup> Ed.). pp. 161-196. New York, NY: Merrill.

4<sup>th</sup> Oct. (Thur.)

## Lecture 9: Instructional Adaptations

- (1) identify and describe the six step for developing individualized adaptations
- (2) identify and describe the four categories of adaptations
- (3) identify the various types of and resources for domestic, recreation, and vocational adaptations
- (4) list the six consideration for using adaptations
- (5) identify the four precautions for using adaptations

### Required Readings

- \* F. P. Orelove & D. Sobsey. (1996). *Developing Instructional Adaptations. In Educating children with multiple disabilities: A transdisciplinary approach.* (3<sup>rd</sup> ed.). pp. 119-159. Baltimore, MD: Paul H. Brookes.

9<sup>th</sup> Oct. (Tues.)

## Lecture 10: Positioning and Handling

- (1) identify and describe important positioning and movement components essential to all types of independent functioning
- (2) define handling
- (3) identify the goals of handling
- (4) identify health, emotional, and environmental factors that may increase tone
- (5) identify health, emotional, and environmental factors that may decrease tone
- (6) given a specific case scenario be able to describe strategies for facilitating normal posture and movement patterns: upright positions and normal posture; automatic movements that maintain balance; locomotion for independent mobility; and arm and hand movements for task performance.
- (7) describe the difference between static and dynamic positioning, give examples of each
- (8) identify the goals of therapeutic positioning
- (9) identify the five questions that should be addressed when making determinations in regards to positioning
- (10) describe when braces and splints are usually prescribed
- (11) define body mechanics and why it is important for an interventionist to consider
- (12) describe the strategies necessary for planning a transfer
- (13) describe the strategies necessary for lifting a child



## Required Readings

- \* F. P. Orelove & D. Sobsey. (1996). *Handling and Positioning. In Educating children with multiple disabilities: A transdisciplinary approach* (3<sup>rd</sup> ed.). pp. 79-118. Baltimore, MD: Paul H. Brookes

**11<sup>th</sup>** Oct. (Thur.)

### Lecture 11: Sensory Impairments

- (1) identify and describe the seven strategies to consider when providing intervention for children with impaired vision
- (2) describe some functional task modifications for children with visual impairments
- (3) identify the steps necessary for orientation and mobility training for children with severe, multiple disabilities
- (4) describe various behavioral and social intervention strategies for children with severe visual impairment
- (5) identify and describe the six strategies to consider when providing intervention for children with impaired hearing
- (6) identify and describe Van Dijk's program to stimulate attachment to others and to begin interaction routines

## Required Readings

- \* F. P. Orelove & D. Sobsey. (1996). *Children with Sensory Impairments. In Educating children with multiple disabilities: A transdisciplinary approach* (3<sup>rd</sup> ed.). pp. 411-450. Baltimore, MD: Paul H. Brookes.

### Additional Credit Recommended Readings

- (FAC PAC) Gatty, J. C. (1996). **Early intervention and management of hearing in infants and toddlers.** Infants and young children, 9(1), pp. 1 - 15.

**16<sup>th</sup>** Oct. (Tues.)

### Lecture 12: Emotional and Sensory Processing Problems

- (1) describe the function of the tactile system
- (2) define and give an example of tactile defensiveness
- (3) define and give an example of tactile hyposensitivities
- (4) describe the function of the vestibular system
- (5) define and give an example of gravitational insecurity
- (6) define and give an example of hypo-reactivity to movement in space
- (7) identify the warning signs for homeostasis problems
- (8) identify the warning signs for attention problems

- (9) identify the warning signs for play and interaction problems
- (10) identify the warning signs for tactile sensitivities
- (11) identify the warning signs for under responsiveness to touch
- (12) identify the warning signs for poor tactile discrimination
- (13) identify the warning signs for motor control problems
- (14) identify the warning signs for sensitivities to movement
- (15) identify the warning signs for under responsiveness to movement
- (16) identify the warning signs for motor planning problems
- (17) identify the warning signs for auditory processing problems
- (18) identify and describe what constitutes a fussy baby
- (19) describe effective treatment strategies for a baby who is not regulated
- (20) identify effective strategies for sleep management
- (21) identify effective strategies for consoling a crying infant
- (22) identify effective strategies for managing feeding difficulties
- (23) identify effective strategies for focusing attention in the highly distractible child

### Required Readings

- (FACPAC) Poisson, S. S. & DeGangi, G. A. (1991). Emotional and sensory processing problems: Assessment and treatment approaches for young children and their families. *Emotional and sensorimotor functioning*, pp. 1 -16; *Emotional and regulatory problems-screening and referral process and guidelines*, pp. 17-40; and *The fussy baby program: Assessment and treatment of sensory, emotional, and attentional problems*, pp. 41-57.

### Additional Credit Recommended Readings

- (FACPAC) Greenspan, S. I. & Wieder, S. (1993). **Regulatory disorders**. In C. Zeanah, Handbook of infant mental health (pp. 280 - 290). New York: Guilford.

**18<sup>th</sup>** Oct. (Thur.)

## Lecture 13: Promoting Engagement and Mastery

- (1) compare and contrast the research findings regarding attention and young children with and without disabilities
- (2) compare and contrast the research findings regarding active engagement and young children with and without disabilities
- (3) compare and contrast the research findings regarding mastery motivation and young children
- (4) compare and contrast the findings regarding competence and young children with and without disabilities
- (5) identify, describe, and give examples the five levels of engagement
- (6) identify, describe and give examples of how to facilitate engagement in the physical environment

- (7) identify, describe and give examples of how to facilitate engagement in the social environment
- (8) develop and implement competence goals that specifically target the three types and two levels of engagement
- (9) develop and implement goals that specifically target mastery or the quality of the child's engagement
- (10) describe why it is important for young children to spend time in interaction with objects, people, and situations
- (11) define and give an example of responsive teaching
- (12) identify and describe the five levels of teaching strategies
- (13) describe the relationship between the specificity of outcome and teaching strategies
- (14) describe the relationship between the child's ability level and teaching strategies

### Required Readings:

- \* Bailey, D. B. & Wolery, M. (1992). *Promoting Engagement and Mastery*. In Teaching infants and preschoolers with disabilities (2<sup>nd</sup> Ed.). pp. 229-255. New York, NY: Merrill

**23<sup>rd</sup>** Oct. (Tues.)

## Lecture 14: Promoting Social Competence

- (1) define social competence
- (2) describe the impact that developmental disabilities may have on social competence
- (3) describe how context can impact social competence
- (4) describe the impact of development on social competence
- (5) describe the effect that skill complexity has on social competence
- (6) describe the relationship between social competence and the contribution and integration of skills from other domains
- (7) identify why it is necessary to assess and intervene in care giver/child interactions, specifically as it relates to children with or at-risk for disabilities
- (8) identify interactive behaviors seen in very young infants
- (9) describe the impact that infant interactive behaviors have on care givers
- (10) identify the characteristics of high-quality care giver-infant/child interactions
- (11) identify and describe the four assumptions that should guide the use of care giver-infant/child interactions
- (12) identify the three guidelines for implementing interventions with care giver-infant/child interactions

- (13) identify a variety of strategies for promoting children's development in the context of care giver-infant/child interaction
- (14) describe the rationale for focusing on child-child interactions
- (15) identify the functions of peer interactions
- (16) describe the importance of play for infants and young children
- (17) identify and describe interventions that are typically used to promote peer interaction and social play skills
- (18) observe and describe the effects of activities and activity structure on social interactions and play
- (19) observe and describe the effects of physical space on social interaction and play
- (20) observe and describe the effects of materials and toys on social interactions and play
- (21) observe and describe the effects of peers on social interaction and play
- (22) identify and describe the four types of teacher/interventionist mediated strategies for social interaction and play
- (23) identify and describe the four types of peer-mediated interventions for social interactions and play

### Required Readings

- \* Bailey, D. B. & Wolery, M. (1992). *Promoting Social Competence. In Teaching infants and preschoolers with disabilities* (2<sup>nd</sup> Ed.). pp. 257-297. New York, NY: Merrill.
- \* Klass, C. S. (1996). *Developing a Sense of Self: Foundation of Social and Emotional Development. In Home visiting: Promoting healthy parent and child development.* pp. 111-139. Baltimore, MD: Paul H. Brookes.

### Additional Credit Recommended Readings

- (FACPAC) Peterson, C. A., & McConnell, S. R. (1993). **Factors affecting the impact of social interaction skills in early childhood special education.** Topics in Early Childhood Special Education, 13(1), 38 - 56.
- (FACPAC) Zeanah, C. H., Mammen, O. K., & Lieberman, A. F. (1993). **Disorders of attachment.** In C. H. Zeanah, Handbook of Infant Mental Health (pp. 332 - 349). New York: Guilford.
- (FACPAC) Lyons-Ruth, K. & Block, D. (1996). **The disturbed care giving system: Relations among childhood trauma, maternal care giving, and infant affect and attachment.** Infant mental health journal, 17(3), pp. 257 - 275.

- (FACPAC) Lamb, M. E. (1997). *The development of father-infant relationships*. In The Role of the father in child development pp. 104 – 120. New York, NY, USA: John Wiley & Sons, Inc.
- (FACPAC) Mahoney, G., Wiggers, B., & Lash, S. (1996). **Using a relationship-focused intervention program to enhance father involvement**. Infant and toddler intervention: The transdisciplinary journal, 6(4), pp. 295-308.
- (FACPAC) Chen, D. (1996). **Parent-infant communication: Early intervention for very young children with visual impairment or hearing loss**. Infants and young children, 9(2), pp. 1 - 12.

**25<sup>th</sup>** Oct. (Thur.)

## **Lecture 15: Facilitating the Acquisition and Use of Communication Skills**

- (1) identify and describe the six principles of assessing communication skills
- (2) identify and describe the eight principles of intervention to enhance communication and language skills in infants and young children
- (3) identify and describe the four types of structure that can facilitate the acquisition and use of communication skills
- (4) identify and describe facilitative strategies that help facilitate the acquisition and use of communication skills
- (5) identify important goals for the first phase of communication enhancement
- (6) identify important goals for the second phase of communication enhancement
- (7) identify and describe strategies to expand communicative competence at the prelinguistic level
- (8) identify some communicative temptations for infants and young children
- (9) identify strategies for developing more consistent and socially acceptable means for expressing intentions
- (10) identify and describe strategies for developing more conventional gestural and vocal means for communication
- (11) identify strategies for expanding the range of functions or purposes for communication
- (12) identify repair strategies for children in early language stages
- (13) identify guidelines for responding to echolalia
- (14) describe learning characteristics of children with more severe disabilities that must be taken into account when setting goals for communication enhancement
- (15) identify functional communication skills for children with severe disabilities

- (16) identify factors to consider when selecting augmentative communication systems
- (17) identify and describe the five different modes of communications
- (18) identify the five points to consider when designing and teaching use of communication aids

### Required Readings

- \* Bailey, D. B. & Wolery, M. (1992). *Facilitating the Acquisition and Use of Communication Skills*. In Teaching infants and preschoolers with disabilities (2<sup>nd</sup> Ed.). pp. 299-361. New York, NY: Merrill.
- \* Klass, C. S. (1996). *Communication and Language*. In Home visiting: Promoting healthy parent and child development pp. 165-188. Baltimore, MD: Paul H. Brookes.
- \* Orelove, F. P. & Sobsey, D. (1996). *Communication Skills*. In Educating children with multiple disabilities: A transdisciplinary approach (3<sup>rd</sup> Ed.). pp. 253-299. Baltimore, MD: Paul H. Brookes.

### Additional Credit Recommended Readings

- (FACPAC) Simon, B. M., & McGowan, J. S. (1989). **Tracheostomy in young children: Implications for assessment and treatment of communication and feeding disorders**. Infants and Young Children, 1(3), 1 - 9.
- (FACPAC) Schwartz, S.O., Carta, J. J., & Grant S. (1996). **Examining the Use of Recommended Language Intervention Practices in Early Childhood Special Education Classrooms**. Topics in Early Childhood Special Education, 16(2), 251-272.
- (FACPAC) Mesibov, B. G., Adams W. L., & Klinger G. L. (1997). *Language and Cognition*. Autism: Understanding the Disorder (pp 65-76). New York: Plenum Press
- (FACPAC) Mahoney, G., Neville-Smith, A. (1996). **The Effects of Directive Communications on Children's Interactive Engagement: Implications for Language Intervention**. Topics in Early Childhood Special Education, 16(2), 236-250.
- (FACPAC) Warren, S. F., & Gazdag, G. (1990). **Facilitating early language development with milieu intervention procedures**. Journal of Early Intervention, 14(1), 62 - 83.

(FACPAC) Warren, S. (1992). **Facilitating basic vocabulary acquisition with mileau teaching procedures.** Journal of Early Intervention, 16(3), 235 - 251.

30<sup>th</sup> Oct. (Tues.)

## Lecture 16: Facilitating Motor Skills

- (1) describe the motor functioning that children with cognitive delays may exhibit
- (2) describe the motor functioning that children with Down syndrome may exhibit
- (3) describe the motor functioning that children with cerebral palsy may exhibit
- (4) describe the motor functioning that children with spina bifida may exhibit
- (5) describe the motor functioning that children with visual impairments may exhibit
- (6) identify the five factors that are important to motor learning and assist interventionists in promoting development of motor skills
- (7) identify and describe the six types of cerebral palsy
- (8) identify and describe the classifications of area of body affected with motor involvement
- (9) describe the factors that should be considered when assessing movement skills
- (10) describe why it is important to teach functional motor skills
- (11) identify the factors that should be considered when selecting materials for fine motor training

### Required Readings

- \* Bailey, D. B. & Wolery, M. (1992). *Facilitating Motor Skills.* In Teaching infants and preschoolers with disabilities. (2<sup>nd</sup> Ed.). pp. 407-439. New York, NY: Merrill.

### Additional Credit Recommended Readings

(FACPAC) Campbell, P. (1987). **Physical management and handling procedures with students with movement dysfunction.** In Snell, M. (Ed.), Systematic instruction of persons with severe handicaps (pp. 174 - 187) (3rd ed.). Charles E. Merrill Publishing Co.

(FACPAC) Campbell, P. (1987). **Programming for students with dysfunction in posture and movement.** In Snell, M. (Ed.), Systematic instruction of persons with severe handicaps ( pp. 187 - 211) (3<sup>rd</sup> ed.). Charles E. Merrill Publishing Co.

# November

1<sup>st</sup> Nov. (Thur.)

## Lecture 17: Feeding and Nutritional Issues

- (1) identify what the feeding process encompasses
- (2) describe the four general statements about the feeding process
- (3) describe the issues and effects of low birth weight on feeding and nutrition
- (4) describe the issues and effects of tube feeding on feeding and nutrition
- (5) describe the issues and effects of cleft palate/lip on feeding and nutrition
- (6) identify and describe common tube feeding problems
- (7) describe the issues and effects of neuromotor impairments on feeding and nutrition
- (8) describe the issues and effects of Down syndrome on feeding and nutrition
- (9) identify and describe the five guidelines that should be followed when teaching the response chains involved in self-feeding
- (10) describe factors to be considered when selecting feeding equipment
- (11) describe factors to be considered in regards to positioning and feeding
- (12) describe time factors to be considered in regards to feeding
- (13) describe the relationship between reinforcement and feeding
- (14) describe effective instructional strategies for feeding
- (15) identify factors to consider when designing mealtime environments
- (16) identify and describe some common nutritional problems for infants and children with disabilities
- (17) identify and describe passive feeding alternatives
- (18) describe special dental concerns that may be present for children who have disabilities

### Required Readings

- \* Bailey, D. B. & Wolery, M. (1992). *Feeding and Nutritional Issues. In Teaching infants and preschoolers with disabilities* (2<sup>nd</sup> Ed.). pp. 441-480. New York, NY: Merrill.
- \* Orelove, F. P. & Sobsey, D. (1996). *Mealtime Skills. In Educating children with multiple disabilities: A transdisciplinary approach* (3<sup>rd</sup> Ed.). pp. 301-338. Baltimore, MD: Paul H. Brookes.



- \* Klass, C. S. (1996). *Routines, Rituals, and Celebrations*. In Home visiting: Promoting healthy parent and child development pp. 189-219. Baltimore, MD: Paul H. Brookes.

### **Additional Credit Recommended Readings**

- (FACPAC) Foy, T., Czyzewski, D., Phillips, S., Ligon, B., Baldwin, J., & Klish, W. (1997). **Treatment of severe feeding refusal in infants and toddlers.** Infants and young children, 9(3), pp. 26 - 35.

**6<sup>th</sup>** Nov. (Tues.)

### **Lecture 18: Teaching Toileting and Adaptive Skills**

- (1) identify and describe general characteristics of self-care skills
- (2) identify three reasons why toileting is a unique skill
- (3) describe the rationale for toilet training
- (4) identify the goals for toilet training
- (5) identify the prerequisite and desirable skills for toilet training
- (6) identify and describe the general guidelines for teaching toileting skills
- (7) identify and describe the three major methods for teaching children toileting skills
- (8) identify and describe alternative toileting techniques
- (9) identify the potential causes of night time wetting
- (10) identify the treatments for night time wetting
- (11) identify the goals of dressing/undressing and grooming skills
- (12) identify the general sequence and skills necessary for dressing/undressing and grooming
- (13) identify the prerequisite skills necessary for dressing/undressing and grooming
- (14) identify and describe the five guidelines for teaching dressing/undressing and grooming skills
- (15) identify instructional strategies that can be effective for teaching dressing/undressing and grooming skills
- (16) define and provide examples of adaptive skills
- (17) identify general guidelines for selecting and adapting clothing

### **Required Readings**

- \* Bailey, D. B. & Wolery, M. (1992). *Teaching Toileting and Adaptive Skills*. In Teaching infants and preschoolers with disabilities. (2<sup>nd</sup> Ed.). pp. 481-519. New York, NY: Merrill.
- \* Orelove, F. P. & Sobsey, D. (1996). *Self-Care Skills*. In Educating children with multiple disabilities: A transdisciplinary approach. (3<sup>rd</sup> Ed.) pp. 339-375. Baltimore, MD: Paul H. Brookes.

## Additional Credit Recommended Readings

(FAC PAC) Lerner, W. J. Lowenthal, B., & Egan R. (1998). *Adaptive Behavior. Preschool Children and Special Needs: Children At-Risk, Children with Disabilities* (pp 162-178). US: Viacom Company

8<sup>th</sup> Nov. (Thur.)

## Lecture 19: Promoting Functional Cognitive Skills

- (1) identify and describe the six assumptions about functional cognitive skills
- (2) identify and describe the six sensori-motor skills
- (3) describe Dunst's cognitive-linguistic model for addressing sensori-motor skills
- (4) identify and describe general guidelines for promoting sensorimotor skills
- (5) identify intervention strategies for sensorimotor skills and interactive competencies
- (6) describe the standard recommendation for preparing young children with disabilities for academic skills
- (7) identify and describe the various conceptualizations of readiness
- (8) identify and describe the four characteristics of academic skills
- (9) identify the four major conclusions for early literacy research with typically developing children
- (10) identify the four "roots" of literacy
- (11) identify and describe the effective intervention strategies for early literacy
- (12) define and provide examples of preacademic skills
- (13) identify and describe effective instructional strategies for preacademic skills

## Required Readings

- \* Bailey, D. B. & Wolery, M. (1992). *Promoting Functional Cognitive Skills. In Teaching infants and preschoolers with disabilities* (2<sup>nd</sup> Ed.). pp. 521-571. New York, NY: Merrill.
- \* Klass, C. S. (1996). *Play, Learning, and Development. In Home visiting: Promoting healthy parent and child development* pp. 221-244. Baltimore, MD: Paul H. Brookes.

## Additional Credit Recommended Readings

- (FACPAC) McFarland-Smith, J., Schuster, J. W., & Stevens, K. B. (1993). **Using simultaneous prompting to teach expressive object identification to preschoolers with developmental delays.** Journal of Early Intervention, 17(1), 50 - 60.

## 13<sup>th</sup> Nov. (Tues.) **Lecture 20: Health Care Problems: Prevention and Intervention**

- (1) define communicable disease
- (2) describe why communicable diseases are of particular concern for individuals with disabilities
- (3) identify the types of children who are likely to be more vulnerable to communicable diseases
- (4) define epilepsy
- (5) identify and describe the international classification system of seizures
- (6) identify and describe the various diagnostic procedures for seizures
- (7) identify and describe the six types of seizures that can occur
- (8) describe some preventative measures that can be taken to manage seizures
- (9) describe some protective measures that can be taken to manage seizures
- (10) describe some first aid measures that can be taken to manage seizure
- (11) identify what should be recorded before, during, and after a seizure
- (12) describe educational concerns for children who are seizure prone
- (13) identify some causes and contributing factors for self-injurious behavior
- (14) identify some interventions that are utilized to reduce or eliminate self-injurious behavior
- (15) describe the interventionist role and responsibility in reporting abuse and neglect
- (16) define and describe the various types of abuse
- (17) define neglect

## Required Readings

- \* Orelove, F. P. & Sobsey, D. (1996). *Communication Skills. In Educating children with multiple disabilities: A transdisciplinary approach* (3<sup>rd</sup> Ed.). pp. 253-299. Baltimore, MD: Paul H. Brookes.

## Additional Credit Recommended Readings

- (FACPAC) Odom, S. L., & Chandler, L. (1990). **Transition to parenthood for parents of technology-assisted infants.** Topics in Early Childhood Special Education, 9(4), 43 - 54.

### 15<sup>th</sup> Nov. (Thur.) **Lecture 21: Guidance and Discipline**

- (1) define discipline
- (2) define guidance
- (3) identify the two primary purposes of discipline
- (4) identify and describe the three stages of self-control or self-discipline
- (5) describe guidance and discipline strategies at each of the developmental levels

#### Required Readings

- \* Klass, C. S. (1996). *Guidance and Discipline.* In Home visiting: Promoting healthy parent and child development pp. 141-163. Baltimore, MD: Paul H. Brookes.

### 20<sup>th</sup> Nov. (Tues.) **Lecture 22: Siblings**

- (1) describe how the addition of a new family member effects the family
- (2) describe the interventionist's role in helping a family prepare for the new infant
- (3) describe what a family may experience after the baby is born
- (4) describe sibling relationships, what is normal and what to expect
- (5) identify strategies that an interventionist can use to balance a home visitor's interactions with parents/care givers and siblings

#### Required Readings

- \* Klass, C. S. (1996). *Siblings.* In Home visiting: Promoting healthy parent and child development pp. 245-262. Baltimore, MD: Paul H. Brookes.

### 22<sup>nd</sup> Nov. (Thur.) **Holiday**

## Lecture 23: Working with Challenging Families

- (1) describe the impact of demands of parenting for care givers who have cognitive challenges
- (2) describe the resources and supports necessary for parents who have cognitive challenges
- (3) identify the concerns that professionals and other community members may have in relation to parents with cognitive challenges
- (4) identify factors that seem to be helpful in predicting those parents with cognitive challenges who can provide adequate care
- (5) describe some effective intervention strategies for parents with cognitive challenges
- (6) identify the characteristics of multiple challenged families
- (7) describe effective intervention strategies for families with multiple challenges
- (8) identify the role that crisis may play in an individual's or family's life
- (9) identify strategies to enable families who are in crisis so that they can move on
- (10) identify strategies to help a family feel less alienation
- (11) identify strategies to help increase family members self-esteem and counteract learned helplessness
- (12) describe the advantages of a strength-based approaches to family support
- (13) define broad-based support

### Required Readings

- (FACPAC) Lynch, E. W., & Bakley, S. (1989). **Serving young children whose parents are mentally retarded.** Infants and Young Children, 1(3), 26 - 38.
- (FACPAC) Espe-Sherwindt, M., & Kerlin, S. L. (1990). **Early intervention with parents with mental retardation: Do we empower or impair?** Infants and Young Children, 2(4), 21 - 28.
- (FACPAC) Summers, J. A. McMann, O. T., & Fuger, K. L. (1997). **Critical thinking: a method to guide staff in serving families with multiple challenges.** Topics In Early Childhood Education, 17(1), 27 - 52.
- (FACPAC) Powell, D. S., Batsch, C. J., Ferro, J., Fox, L., & Dunlap, G. (1997). **A strength-based approach in support of multi-risk families: Principles and issues.** Topics in Early Childhood Education, 17(1), 1 -26.

### Additional Credit Recommended Readings

- (FACPAC) Seifer, R. & Dickstein, S. (1993). **Parental mental illness and infant development.** In C. Zeanah, Handbook of infant mental health (pp. 120 - 142). New York: Guildford.
- (FACPAC) Zuckerman, B. & Brown, E.R. (1993). **Maternal substance abuse and infant development.** In C. Zeanah, Handbook of infant mental health (pp. 143 - 158). New York: Guildford.
- (FACPAC) Halpern, R. (1993). **Poverty and infant development.** In C. Zeanah, Handbook of infant mental health (pp. 73 -86). New York: Guildford.
- (FACPAC) Abrams, S. M., Field, T., Scafidi, F., & Prodromidis, M. (1995). **Newborns of depressed mothers.** Infant mental health journal, 16(3), pp. 233 - 239.

**29<sup>th</sup>** Nov. (Thur.)

### Lecture 24: Special Situations

- (1) describe the physiological effects of cocaine
- (2) describe the risks of cocaine to pregnant women and their babies
- (3) identify the long term effects of cocaine
- (4) identify the problems that come up when attempting to conduct research of the effects of prenatal cocaine exposure
- (5) describe what research has found in regards to crying of infants and young children with disabilities
- (6) describe intervention strategies which provide comfort to crying babies
- (7) describe environmental considerations for babies who cry excessively
- (8) identify characteristics of children who have been traumatized
- (9) describe effective intervention strategies for working with infants and young children with PTSD

### Required Readings

- (FACPAC) Williams, B. F. & Howard, V. F. (1993). **Children exposed to cocaine: Characteristics and implications for research and intervention.** Journal of Early Intervention, 17(1), pp. 61-72.
- (FACPAC) Calhoun, M. L. & Rose, T. L. (1988). **Strategies for managing and comforting infant crying in early intervention programs.** Journal of Early Intervention, 12(4), pp. 306 - 310.

(FACPAC) Drell, M. J., Siegel, C. H., & Gaensbauer, T. J. (1993). **Post-traumatic stress disorder**. In C. H. Zeanah (Ed.), Handbook of Infant Mental Health (pp. 291 - 304). New York: Guilford.

### Additional Credit Recommended Readings

(FACPAC) Nickel, R. E. (1996). **Controversial therapies for young children with developmental disabilities**. Infants and young children, 8(4), pp. 29 - 40.

(FACPAC) Sheeringa, M. S. & Zeanah, C. (1995). **Symptom expression and trauma variables in children under 48 months of age**. Infant mental health journal, 16(4), pp. 259 - 270.

## December

4<sup>th</sup> Dec. (Tues.)

### Lecture 25: Transitions

- (1) define transition
- (2) identify special transition considerations for infants and their families
- (3) identify special transition considerations for preschoolers and their families
- (4) identify legislative guidelines in regards to transition
- (5) identify the family's role in transition
- (6) identify the important steps in the transition process
- (7) develop a transition plan

### Required Readings

(FACPAC) Rice, M. L. & O'Leary, M. (1990). **Transitions: Periods of change and accommodation**. Topics in Early Childhood Special Education, 9(4), p. 1 - 14.

(FACPAC) Rosenkoetter, S. E. (1992). **Guidelines from recent legislation to structure transition planning**. Infants and Young Children, 5(1), 21 -27.

### Additional Credit Recommended Readings

(FACPAC) Bruder, M. B., & Walker, L. (1990). **Discharge planning: Hospital to home transitions for infants**. Topics in Early Childhood Special Education, 9(4), pp. 26 - 42.

- (FACPAC) Hanline, M. F. & Deppe, J. (1990). **Discharging the premature infant: Family issues and implications for intervention.** Topics in Early Childhood Special Education, 9(4), pp. 15 - 25.
- (FACPAC) Fowler, S. A., Hains, A. H., & Rosenkoetter, S. E. (1990). **The transition between early intervention services and preschool services: Administrative and policy issues.** Topics in Early Childhood Special Education, 9(4), 55 - 65.
- (FACPAC) Rule, S., Fiechtl, B. J., & Innocenti, M. S. (1990). **Preparation for transition to mainstreamed post-preschool environments: Development of a survival skills curriculum.** Topics in Early Childhood Special Education, 9(4), 78 - 90.

## **6 Case Presentations**

## **11 Case Presentations**

## **13 Case Presentations**

## **18 Case Presentations**

### **Required Texts:**

Bailey, D. B., & Wolery, M. (1992). Teaching infants and preschooler with disabilities (2<sup>nd</sup> Edition). Charles E. Merrill.

Klass, C. S. (1996). Home visiting: Promoting healthy parent and child development. Paul H. Brookes.

Orelove, F. P. & Sobsy, D. (1996). Educating children with multiple disabilities: A transdisciplinary approach (3<sup>rd</sup> Edition). Paul H. Brookes

Poisson, S. S. & DeGangi, G. A. (1991) Emotional and sensory processing problems: Assessment and treatment approaches for young children and their families. Reginald Lourie Center for Infants and Young Children.

**Article packets will be available in the reserve section of the library for students to copy articles or to check out on a short term basis. Texts will also be available for short term reserve in the reserve section of the library.**



## **Course Grading:**

Scoring: 0 - unsatisfactory - redo  
1 - satisfactory - pass with some minor mistakes  
2 - exemplary - pass with no mistakes

### **For a C in the course must receive either a 1 for each of the following:**

Attendance/Participation  
Journal  
Session Notes  
Assessment and Family Information Gathering  
IFSP Development  
IFSP Implementation and Evaluation  
Group Plan, Implementation, and Evaluation  
Resource Coordination Plan  
Family Training and Support Plan  
Transition Plan

### **For a B in the course must receive a score of 2 for each of the following plus read and write a reaction paper to 5 of the additional credit recommended readings:**

Attendance/Participation  
Journal  
Session Notes  
Assessment and Family Information Gathering  
IFSP Development  
IFSP Implementation and Evaluation  
Group Plan, Implementation, and Evaluation  
Resource Coordination Plan  
Family Training and Support Plan  
Transition Plan

### **For an A in the course must receive a score of 2 for each of the following plus read and write reaction papers for 10 of the additional credit recommended readings.**

Attendance/Participation  
Journal  
Session Notes  
Assessment and Family Information Gathering  
IFSP Development  
IFSP Implementation and Evaluation  
Group Plan, Implementation, and Evaluation  
Resource Coordination Plan  
Family Training and Support Plan  
Transition Plan

**Caveat:**

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. For those students who are taking the course for graduate credit, additional competencies will be assigned.

**If you are a student with an identified disability, it is your responsibility to inform me, at the outset of this course, of the disability and the way(s) in which I may be able to accommodate your needs. I will consult with Disabled Student Services and arrange for the needed accommodations.**