Family and Consumer Sciences Department

FCS 2710: Early Intervention Specialist I:
Service Coordination, Evaluation and Assessment, IFSP

CRN: 47653
Section: 50
Semester: Fall 2014
Instructor: Kristin Evans, Early Intervention Developmental Specialist
Contact Information: (435) 862-6852; email evans@dixie.edu
Office: Adjunct office #134
Office Hours: Availability by appointment only.
Class Hours: 5:15-7:45 pm, Wednesday
Classroom: NIB 106
Class Start/End: August 27-September 24
Final Exam: September 24
Text: Baby Watch Readings/Handouts

Course Description: Overview of early intervention and the theory behind the legislation of Part C of the Individuals with Disabilities Education Act (IDEA), including the history of early intervention; program purpose; system development; regulations and oversight; components of statewide early intervention system; how complaints are resolved; and early intervention yesterday, today, and tomorrow. Also covers the processes of evaluation and assessment as related to IFSP and implementation. Website: www.Utahbabywatch.org

FCS Department Objectives:
Students taking courses in FCS will:
1. Study currently accepted theory within the discipline.
2. Expand understanding of theory using applications and exercises that personalize the depth of knowledge and understanding.
3. Complete assignments demonstrating professional practices specific to the discipline.
4. Analyze course concepts against previously held schema prior to experience in the course.
5. Show, in writing, the ability to think critically with the course concepts.
6. Achieve a passing grade on the comprehensive final exam for the course.

Course Objectives

1. **Duties and responsibilities of service coordination** - The Early Intervention Specialist I will demonstrate knowledge of the following:
   6.1a role of the service coordinator in the IFSP process including: coordination of evaluations and assessments of the child and family, facilitation, and participation in the development, review, and evaluation of the IFSP, and facilitation of the timely delivery of appropriate services
   6.1b family-directed assessment of the concerns, priorities, and resources of the family and the identification of the supports and services necessary to enhance the family’s capacity to meet the developmental needs of the child from birth to age three
   6.1c procedural safeguards for families
6.1d a strengths-based approach to families and how to facilitate the ability of the family to build on what is working, to identify and solve their needs, and be an effective advocate for their child
6.1e how to facilitate processes and strategies for transition of the toddler with a disability to preschool or other appropriate services

2. **Evaluation and Assessment** - The Early Intervention Specialist I will: demonstrate knowledge of the following:
   5.1 purpose of screening, evaluation, and assessment in the EI system in Utah, including determination of initial and ongoing eligibility, identifying strengths and needs for IFSP outcome development, and measuring progress toward outcome attainment
   5.2 various types of tests (criterion based, standardized, etc) and basic statistical concepts (percentile, standard deviations, etc.) underlying the scoring and interpretation of test results
   5.3 selection, administration, and scoring individualized assessments for the child birth to age three
   5.4 how to gather appropriate information on the child and family using multiple procedures and an array of information sources such as formal tools, formal and informal observations, third party reports
   5.5 collaboration with the family in the evaluation and assessment process to identify the current level of functioning, strengths and needs of the child, including interactions between the child and caregivers in multiple settings
   5.6 how to integrate and interpret assessment information; summarize and present results of assessment information to the family in jargon-free language and in the context of child strengths

3. **Collaborate with families and the multidisciplinary team in all phases of the Individualized Family Service Plan process** – The Early Intervention Specialist I will demonstrate knowledge of the following:
   6.2a the purpose and use of the IFSP including the Interim IFSP
   6.2b the philosophy and process of developing and maintaining a family-centered IFSP
   6.2c evaluation and assessment information, with the family and other team members, to formulate developmentally appropriate outcomes and to identify effective strategies, activities and resources that address those outcomes
   6.2d importance of communicating effectively with other team members and professionals for the purpose of integrating knowledge and supporting the family with an interdisciplinary approach to services
   6.2e implementation of the IFSP including gathering data, adapting and developing materials, evaluating, and modifying intervention strategies when needed
   6.2f legal requirements related to the IFSP process and service provision for children birth to age three and their families

**Course Guidelines:**
1. A large part of professionalism in early childhood education is meeting deadlines, keeping appointments, respectfully informing others about unavoidable changes. Your consistency in professional behavior will be graded in this course. No cell phone/texting allowed.
2. Students must have access to a computer and the internet in order to complete coursework for this class.

**Class Activities:**

1. **Paper**: Write a summary of what you have learned about the course objectives (listed above). They are the State of Utah Baby Watch Competencies. Use the State of Utah Plan found on the website [www.Utahbabywatch.org](http://www.Utahbabywatch.org) for reference. The body of the paper must be at least two pages and no more than four pages. Please use APA guidelines – get assistance from the writing center if you do not know the APA rules. (The paper is 25 points).

2. **Quizzes** weekly – (10 points each)

3. Video and reading note taking **Guides** (10 points each). They will be available at class weekly. If you have an excused absence and were not able to pick one up at class, please contact me.

4. **Final Exam**: September 24th at 5:15 or make other arrangements for the same day if you have a another class at that time (50 points).
Grading: Grades are earned based on points accumulated (see above). Below is the basic grading scale we will use in this class. The key is to get everything in and keep up.

A  95%-100%  B+  88%-90%  C+  78-80%  D+  68-70%
A-  91%-94%  B  84-87%  C  74-77%  D  64-67%
B-  81-83%  C-  71-73%  D-  60-63%

The diligent student will get an excellent grade in this class. There are only 5 assignments, and 4 quizzes, and a paper – every activity and professional behavior is crucial to your percentage. Each student should be able to score well in class as well as learn a great deal about Part C and the provision of early intervention services in the state of Utah. The point distribution will look like this:

- Final Exam: 50 points
- Professional Behavior: 20 points
- Quizzes: 10 points each (total of 40)
- Note/Reading Guides: 10 points each (total of 40)
- Competency Summary Paper: 50 points

Total: 175 Points
## Other Useful Information

### Important dates to remember:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon, Aug 25</td>
<td>Classes begin</td>
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<tr>
<td>Thurs, Aug 28</td>
<td>Last day for waitlist</td>
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<tr>
<td>Fri, Aug 29</td>
<td>Last day to add classes online</td>
</tr>
<tr>
<td>Mon, Sep 1</td>
<td>Labor Day (no classes)</td>
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<tr>
<td>Wed, Sep 4</td>
<td>Drop/Audit fee begins ($10 per class)</td>
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<tr>
<td>Wed, Sep 4</td>
<td>Residency Application deadline</td>
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<td>Tue, Sep 9</td>
<td>$50 Late registration/payment fee</td>
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<tr>
<td>Mon, Sep 15</td>
<td>Last day for refund</td>
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<tr>
<td>Mon, Sep 15</td>
<td>Pell Grant Census</td>
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<tr>
<td>Mon, Sep 15</td>
<td>Last day to drop without a “W” grade</td>
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<td>Wed, Sep 17</td>
<td>Classes dropped for nonpayment</td>
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<tr>
<td>Fri, Sep 19</td>
<td>Last day to add/audit classes</td>
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<tr>
<td>Wed, Oct 1</td>
<td>Fall 2014 Associates Degree Graduation Application deadline</td>
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<tr>
<td>Fri, Sep 28</td>
<td>Block classes begin*</td>
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<tr>
<td>Wed, Oct 15</td>
<td>Midterm grades due</td>
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<td>Thurs &amp; Fri, Oct 16-17</td>
<td>Semester break</td>
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<td>Mon, Oct 20</td>
<td>Last day to drop individual classes</td>
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<tr>
<td>Mon, Oct 27</td>
<td>Spring and Summer 2015 class schedules available online</td>
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<tr>
<td>Mon, Nov 3</td>
<td>Spring 2015 Bachelor’s Degree Graduation Application deadline</td>
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<tr>
<td>Tue, Nov 11</td>
<td>Career Day (no classes before 4 pm)</td>
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<td>Fri, Nov 14</td>
<td>Last day for complete withdrawal</td>
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<td>Oct 17-20</td>
<td>Spring Registration Opens</td>
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<tr>
<td>Wed-Fri, Nov 26-28</td>
<td>Thanksgiving break (no classes)</td>
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<td>Fri, Dec 12</td>
<td>Last day of classes</td>
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<tr>
<td>Mon-Fri, Dec 15-19</td>
<td>Final exams</td>
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*See the Academic Calendar on the DSU website for more information on block deadlines

**Dmail:** Important class and university information will be sent to your Dmail account. This information includes your DSU bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned a Dmail account. If you don’t know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select “Dmail,” for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.
**University approved absences:** Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a university-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: [http://www.dixie.edu/humanres/policy/sec5/523.html](http://www.dixie.edu/humanres/policy/sec5/523.html)

**Disability Accommodations:** Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class should contact the Disability Resource Center Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

**Classroom expectations:** It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the professor is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. For more details, please see the disruptive behavior policy at: [http://www.dixie.edu/humanres/policy/sec3/334.html](http://www.dixie.edu/humanres/policy/sec3/334.html)

**Academic integrity:** In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at [http://dixie.edu/humanres/polstu.html](http://dixie.edu/humanres/polstu.html)

**Campus resources:** Several campus resources are available to help you succeed. Check out the links for each one to get more information.

- If you need help understanding the content of your courses, go to the **Tutoring Center** located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at [http://www.dixie.edu/tutoring/](http://www.dixie.edu/tutoring/)

- If you need help writing papers, essays, etc go to the **Writing Center** on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at [http://dixiewritingcenter.com/](http://dixiewritingcenter.com/)

- If you need to use a **computer** to do schoolwork on campus, go to the Smith Computer Center or the Holland Centennial Commons on the second, mezzanine, or third floors.
If you are assigned to take a test in the **Testing Center**, go to the North Plaza. You can get information on their website at [http://www.dixie.edu/testing/](http://www.dixie.edu/testing/)

The **Library** has all kinds of information and resources. Visit the Dixie State University Library on the 2<sup>nd</sup>, and 3<sup>rd</sup> floors of the Holland Centennial Commons, or go to the library website at [http://library.dixie.edu/](http://library.dixie.edu/)