

IECE 522 - Family Centered Services Fall 2019	
Instructor: Sylvia L. Dietrich, Ph.D.	
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Instructor's Office: GRH 1084	Office Hours: Listed on Blackboard

Course Description: Students apply family systems theory to family assessment, the development of family plans, and the implementation-evaluation of family-centered services. Thirty hours of field experiences are required.

Prerequisites: IECE 520

Learning Outcomes: Upon completing this course, students will be able to:

1. Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities;
2. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds;
3. Assist families in identifying their resources, priorities, and concerns in relation to their child's development and link them with a range of family-oriented services based on those resources, priorities, and concerns;
4. Respect and support families' choices and goals for their child's development and communicate effectively with families about curriculum and children's progress;
5. Involve families in assessing and planning for individual children;

6. Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns that are consistent with due process safeguards;
7. Encourage and assist families in becoming active participants in the educational team;
8. Plan and conduct collaborative conferences with families and/or primary caregivers;
9. Evaluate services with families;
10. Adhere to professional ethics within Interdisciplinary Early Childhood Education; and
11. Reflect on and evaluate teaching and learning.

Textbooks and Required Materials:

Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://www.dec-sped.org/recommendedpractices>

McWilliam, R. (Ed.). (2010). Working with families of young children with special needs. New York, NY: The Guilford Press.

National Association for the Education of Young Children. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Retrieved from <https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>

Pletcher, L. & Younggren, N. (2017). The early intervention workbook. Essential practices for quality services. Baltimore, MD: Paul H. Brooks Publishing.

Additional Readings: The instructor will assign additional readings as appropriate for the course.

Major Course Topics:

- I. Early intervention (EI)
 - a. History and importance
 - b. EI services

- i. First Steps
- II. Collaboration and Communication
 - a. Family-centered approach
 - i. Family systems theory
 - b. Effects of a child with a disability on the family system
 - i. Factors related to the family's reaction
 - ii. Individual family member's reactions
 - c. Team approaches in EI
 - i. The EI team
 - d. Working with families from diverse backgrounds
 - i. Diversity
 - ii. Cross-cultural competence
 - iii. Partnering with families and achieved outcomes
 - e. Talking with families
- III. The Individualized Family Service Plan (IFSP)
 - a. Supporting the child in the natural environment
 - b. Service coordination
 - c. Home visiting in early intervention
 - i. Guidelines
 - ii. A framework for home visiting
 - iii. Roles and responsibilities
 - iv. challenges
- IV. Intervention approaches
 - a. Routines-Based Early Intervention
 - i. Primary service provider model
 - 1. Routines-Based Interview (RBI)
 - a. Identify family supports, needs, and resources
 - b. Assessing family needs
 - b. Coaching: A primary-coach approach
- V. Implementing services
 - a. Planning for instruction
 - i. Enhancing development and participation
 - 1. Acquisition and use of knowledge and skill
 - 2. Addressing behavior
 - ii. Supporting diverse needs

