



Department of
Developmental Disabilities

Division of Policy & Strategic Direction

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Content Requirements for Early Intervention coursework/seminars

The course or seminar must include a minimum of 30 hours of instruction. The 30 hours must be directly related to early childhood (birth through 5 years of age), with an emphasis on infants and toddlers (prenatal/birth through 2 years of age).

The following outlines topics that coursework shall cover in order to earn department approval for early intervention content areas.

E01 Infant/Toddler growth and development

- ❖ Pre-Natal and Peri-Natal Development
- ❖ Fetal Development
- ❖ Environmental Influences Affecting Mother and Fetus
- ❖ Sequences and Variability of Typical Development
- ❖ Developmental Milestones
- ❖ Growth and Development in the Areas of Cognition, Communication,
Social/Emotional, Physical and Adaptive Behavior
- ❖ How Children Learn (Natural Learning Environment Practices)
- ❖ Integration of Skills Across Domains

E02 Disabilities and risk factors from birth

- ❖ At-Risk Factors: Etiology, Prevalence, Diagnosis, Characteristics and Effects of Risk Factors Related to Environment and Biology
- ❖ Etiology, Prevalence, Diagnosis, Characteristics and Effects of Disabilities Related to:
 - Hearing Impairments
 - Speech and Language Impairments
 - Visual Impairments
 - Social-Emotional Disorders
 - Behavior Disorders
 - Orthopedic Impairments
 - Cognitive Disorders
 - Multi-Handicapping Conditions
- ❖ Genetic Syndromes and Other Diagnosed Physical and Mental Conditions
- ❖ Autism
- ❖ Dual Diagnosis
- ❖ Special Procedures for Children with Extraordinary Physical/Medical Needs:
 - Nutrition and Feeding
 - Prevention, Recognition and Management of Communicable Diseases
 - First Aid
 - Health and Safety

E03 Family-centered services and supports

- ❖ Cultural Considerations
- ❖ Effects of Parents, Siblings, Extended Family, Environment and Caregivers on a Child with Special Needs and the Child's Impact on the Family
- ❖ Family/Professional Relationships
- ❖ Using Adult Learning Principles to Strengthen Parent Competence and Confidence by Recognizing and Building Upon Existing Strengths and Capacities
- ❖ Family Empowerment/Decision-Making
- ❖ Explaining Parent Rights
- ❖ Helping Families Use Natural Learning Opportunities to Enhance Development Family/Professional Partnerships that are Respectful of Cultural, Linguistic and Socio-Economic Diversity

- ❖ Identifying and Accessing Informal and Formal Family Support Systems to Help Achieve Outcomes
- ❖ Family Directed Assessment Process
- ❖ Caregiver-Child Interactions (Parent Responsiveness)
- ❖ Societal Attitudes toward Disabilities and Their Impact on the Family

E04 Evaluation and assessment

- ❖ Administration, Use and Scoring Child Find and Screening Instruments
- ❖ Administration, Use, and Scoring of Formal Evaluation Tools
- ❖ Using Instruments that are Appropriate for a Child's Age, Level of Development, And Accommodate the Child's Sensory, Physical, Communication, Cultural, Social, and Emotional Characteristics
- ❖ Assessing skills across all developmental domains
- ❖ Family Assessment Practices
- ❖ Functional Child Assessment Practices (Obtaining information about a child's use of skills in daily activities, routines, and natural environments)
- ❖ Integrating Information From Multiple Sources (record review, interview, observation, tools)
- ❖ Making Use of Information and Reports
- ❖ Confidentiality
- ❖ Using Clinical Judgment in Addition to Evaluation Results to Identify Delay and Current Levels of Functioning
- ❖ Sharing Evaluation/Assessment Results with Families

E05 Team Collaboration

- ❖ Teaming Approach: (i.e. Multi-disciplinary, Inter-disciplinary, Trans-disciplinary and Primary Service Provider)
- ❖ Understanding the Role/Scope of Practice of Each Team Member
- ❖ Accessing Community Resources and Participating in Community Collaboration
- ❖ Involving Families in the Teaming Process
- ❖ Characteristics of an Effective Team Leader
- ❖ Facilitation of Team Meetings (Ground Rules, etc.)
- ❖ Conflict Resolution/Negotiation
- ❖ Impact of Attitudes toward Families

E06 Individual family service plan development, intervention planning, and service delivery

- ❖ Demonstrating Appropriate and Effective Interpersonal Communication Skills
- ❖ Working with Families to Create Outcomes, Develop Individualized Plans, and Implement Practices that Address Family Priorities and Concerns and the Child's Strengths and Needs
- ❖ Determining the Frequency, Intensity and Duration of Instructional Practices Needed to Address the Child's Phase and Pace of Learning or the Level of Support Needed by the Family to Achieve the Outcome(s)
- ❖ Planning and Providing the Level of Support, Accommodations, and Adaptations Needed for the Child to Access, Participate, and Learn Within and Across Activities and Routines
- ❖ Integrating Knowledge and Strategies from Multiple Disciplines in Design of Instructional Practices
- ❖ Providing Services at Authentic Times across Environments, Routines, and Activities
- ❖ Selecting and Implementing Appropriate Instructional Practices that Facilitate Development, Learning and Independence

- ❖ Using ongoing assessment data to evaluate progress and modify instructional practices
- ❖ Identifying (with the family) a child's strengths, preferences, and interests to engage the child in active learning
- ❖ Using child and family assessment information to identify skills to target for instruction that help a child become independent, social, and engaged within family preferred activities and routines
- ❖ Using coaching practices with primary caregivers or other adults to facilitate positive child interactions and instruction intentionally designed to promote child learning and development

Topics for each early intervention content area were developed with reference to the DEC

Recommended Practices:

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