



Georgetown University Certificate in Early Intervention

Toby Long, PhD, PT, FAPTA; Rachel Brady, PT, DPT, MS

Georgetown University, Department of Pediatrics, Center for Child and Human Development and School of Continuing Studies, Washington, DC



Abstract

Georgetown University Certificate in Early Intervention (GU CEI) is an eight-course hybrid program utilizing distance education in combination with students meeting as a cohort at Georgetown University. The graduate certificate program provides advanced training in comprehensive, evidenced-based early intervention practices. The Certificate in Early Intervention prepares leaders to advocate for infants, toddlers, and young children, provide community based services, and develop policy in the area of early childhood intervention.

Introduction

GU CEI prepares ECI Professionals to be evidenced based service providers and leaders advocating for infants, toddlers and young children with disabilities/delays to receive community-based services and supports.

Participants gain the knowledge and skills needed to deliver evidenced-based early childhood intervention.

Coursework is designed to promote comprehensive, evidence-based, family centered, culturally and linguistically competent, interdisciplinary services and supports for vulnerable children and their families.

Program Expectations

GU CEI will affect a change in practice as determined by participants self-assessments of their ECI knowledge base, implementation of effective ECI practices, and self-efficacy.

Scope of Training

The ten-month certificate program combines online and classroom based learning activities. The training prepares providers to:

- Assess and promote social, emotional, developmental, and behavioral health of infants, toddlers, and young children in partnership with families in the context of their communities.
- Identify developmental, behavioral, and emotional problems and disorders early.
- Intervene effectively using evidence-based knowledge and practices.
- Develop and manage effective systems of supports and service.

Program Benefits

Participants learn how to provide evidence-based evaluation, assessment, and intervention strategies as well as program plan and provide leadership promoting system based policy and practice.

Experience Level

To participate in this program, a student must have: Completed a bachelors', masters', or doctoral degree in a related field of study such as psychology, sociology, human development, health care, etc.

An entry level degree in an early childhood discipline such as physical therapy, occupational therapy, speech language pathology, psychology, special education, social work, early childhood education, etc.

At least one year of professional experience serving vulnerable children and families.

Courses

Foundations of Early Intervention

Two day orientation to the certificate Program that explores the foundations of and the science behind the field of early intervention.

Providing Services to Young Children

Explores issues related to etiology, pathology, and characteristics of disabilities, understanding the nature of disabilities, cultural perspectives on disabilities, infant and toddler mental health, current knowledge related to specific disabilities, and typical development.

Gathering Information to Determine Eligibility and to Program Plan

This course examines the wide variety of strategies available to determine the developmental level of children, to plan intervention programs, and determine change over time. Working in partnership with families to determine family concerns, priorities, and resources is the framework for the information gathering process.



Special Topics in Early Intervention

A webinar based course with synchronous discussion on contemporary early intervention topics presented by national expert guest faculty.

Evidence-Based Practices

This course highlights providing services and supports that facilitate positive self-identity, functional skills, and full participation in the community as the goal of contemporary service delivery and explores the scientific evidence for contemporary intervention practices.

Administration and Leadership in Early Intervention

This course focuses on knowledge, skills, and attitudes of leaders who successfully promote contemporary practices for children with disabilities and their families. Topics include the strategies and tools necessary to facilitate systems change, transformational leadership practices, collaborative decision-making, and the characteristics of a system of care approach to service delivery.

Practice Applications in Early Intervention

A two-day culmination session requiring a professional presentation of each student's capstone project, participation in a one day conference highlighting new developments in the field, and opportunities to transfer knowledge to practice.

Capstone Course in Early Intervention

Students produce a scholarly product related to a particular topic through this 10 month course. A Capstone Faculty Adviser provides guidance throughout the year assisting the students to plan their project, track progress, reach conclusions and refine their results.

Curricula Enhancements

- Contemporary Practices in Early Intervention
- Early Childhood Mental Health Tutorials
- Connect Modules
- Center for Social Emotional Foundations for Learning Modules
- National Center for Cultural and Linguistic Competence Curricula Enhancement Modules

Program Evaluation

Pre-Program

- What Do I Know?: A Self-Assessment
- What Do I Do?: A Self-Assessment
- Modified Early Interventionists Self-Efficacy Scale (M-EISES)
- Student Expectations Survey

Program

- Course Evaluations
- Mid-Year Independent Evaluation
- Program Evaluation

Post-Program

- Curriculum Review
- One-Year Post Training Evaluation
- Alumni Participation

Contact

rab9@georgetown.edu
longt@georgetown.edu
Tel: (202) 687-8628

Website: http://scs.georgetown.edu/programs_nc/CE0110/early-intervention?dID=5