

# Graduate Education Of Related Service Providers at Georgetown and George Washington Universities in Early Intervention (GEORGE)



THE GEORGE  
WASHINGTON  
UNIVERSITY  
WASHINGTON, DC



*An interdisciplinary program among Georgetown University Center for Child and Human Development and Georgetown School of Continuing Studies, George Washington University Health Professions Programs and Catholic University Early Childhood Education Program created to educate the next generation of early childhood providers.*

*GEORGE will train interdisciplinary team members to be highly effective and highly qualified early childhood practitioners to meet the needs of children with developmental delays and disabilities.*

**GEORGE** is offered to students during the final year of their professional preparation program. Students will participate in the Georgetown University Certificate in Early Intervention along with their professional preparation course work. Completing both the professional degree program and the Certificate program at the same time prepares new graduates to be an evidenced based service providers, leaders, and advocates for infants, toddlers and young children with disabilities or delays.

Certificate program tuition support and a generous stipend are provided to those qualified students!

Training includes coursework and a practicum experience with mentorship specifically designed to promote comprehensive, evidence-based, family-centered, culturally and linguistically competent, interdisciplinary services and supports for vulnerable children and their families while completing your professional program.

#### PROGRAM BEGINS

**FALL 2018**

#### LOCATION

Georgetown University  
Center for Child and Human Development  
Washington, DC

#### FORMAT

Online with limited in-person instruction at the start, mid-points, and end of the program

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## Scope of Training

**GEORGE** includes a ten-month certificate program completed mostly on-line designed to flow seamlessly within your existing professional program. Experts in early childhood intervention teach all the four core courses, provide 4 one-day in-person experiences, mentor the capstone experience, and provide a mentored interdisciplinary team-based practicum in the field. The capstone culminates in a professional presentation and the final core course focuses on leadership skills to contribute to the field. Participants will:

- 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
- Be highly qualified early intervention providers

# Georgetown University

## COURSES

### Foundations of Early Intervention (September)

One day orientation to the Certificate Program that explores the foundations of and the science behind the field of early childhood intervention providing an evidence-based framework for service delivery to infants, toddlers, and young children with disabilities or delays and their families.

### Providing Services to Young Children (Fall)

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. An emphasis is on the interaction among body structure/function, activity, and participation. The course emphasizes the knowledge, attitudes, and skills needed to partner with families and communities.

### Gathering Information to Determine Eligibility and to Program Plan (Fall)

The early identification of young children with disabilities is dependent on a variety of information collection strategies such as screening, evaluation, and assessment of the physical, social, psychological, and behavioral aspects of development. This course examines the wide variety of strategies available to determine the

## Program Benefits

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

- Mentorship by practicing providers and experts in the field
- Networking and learning from professionals across disciplines
- A Certificate in Early Intervention from Georgetown University
- Certificate tuition and a stipend
- Community-based practicum experience with infants, toddlers and young children

## Program Requirements

Applicants must:

- Be entering the final year of an entry-level professional program in early childhood disciplines such as physical therapy, occupational therapy, speech language pathology, special education, early childhood education.

- Provide a statement of interest in early childhood intervention as a career including a goal statement
- Provide a letter of recommendation from a current or recent employer, clinical instructor, preceptor or other clinical supervisor commenting on your professional skills
- Provide a letter of recommendation from a current instructor describing your ability to participate in additional course work including the ability to organize and manage additional academic work including online, in-person and practicum experiences.
- Provide a letter of good standing from your professional degree program.
- Agree to a service obligation to work in an early intervention capacity for two years after completion of the program.

## Who Should Apply?

Students interested in early childhood intervention services enrolled in the professional preparation programs of occupational therapy, physical therapy, speech-language pathology, and early childhood education and early childhood special education.

# Certificate in Early Intervention

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 (Winter)

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

### Evidence-Based Practices (Spring)

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 and explores the scientific evidence of intervention practices in relation to the tenets of best practices. The course also includes the use of assistive technology for young children with disabilities to facilitate development and participation in everyday routines and activities.

### Administration and Leadership in Early Intervention (Spring)

The field of early childhood intervention requires leaders to create and sustain system improvements and reform. 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, value clarification, the unauthorized leadership framework, and the characteristics of a system of care approach to service delivery.

### Practice Applications in Early Intervention (Spring)

A one-day culminating 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 (Fall & Spring)

Students will produce a scholarly product related to a particular topic through this 10 month course. This course provides guidance throughout the year assisting the students to plan their project, track progress, reach conclusions and refine their results leading to the design and implementation of professional presentation.

### Practicum in Early Childhood Intervention (Spring)

Students will complete a 4-week, full-time interdisciplinary practicum experience in a community-based early childhood program. Student teams will be mentored to provide exemplary evidence-based practices to young children with disabilities or delays, their families, and other caregivers.

Graduate Education of Related Service Providers at Georgetown and George Washington Universities in Early Intervention is a project of the Georgetown University Center for Child and Human Development. The project is funded through the grant award, H325K170091, from the U.S. Department of Education, Office of Special Education Programs.

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