



Pitt Education

University of Pittsburgh School of Education

Early Intervention

Early Intervention: Autism Specialization

Early Intervention: Infant Mental Health



Early Intervention Overview

The Early Intervention area of concentration in the Special Education Program focuses on young children with disabilities (ages birth to five) and their families. As a field, early intervention promotes the following benefits in this population:

- Maximizes the developmental potential of young children to eventually live independently in society
- Reduces the overall cost of educational services through prevention and attenuation
- Enhances the capabilities of families to meet the needs of their children

The Early Intervention program prepares practitioners in the assessment and educational programming of young children with disabilities. Emphasis is placed on working in partnership with families and collaborating with professionals from other disciplines who also provide services to these young children. The program incorporates material about the wide-variety of program types in which young children are served. Natural and other inclusive environments are stressed.

Graduates obtain positions in as developmental specialists in home-based infant/toddler early intervention, teachers and itinerants in preschool special education, behavior specialist consultants in the behavioral health center, and other locations where children with disabilities are served (e.g., clinics).

GRADUATE DEGREE OPTIONS

- Early Intervention
- Early Intervention: Autism Specialization
- Early Intervention: Infant Mental Health

Details on the reverse.

PREREQUISITE COURSEWORK

- The two three-credit prerequisite courses for master's degree (*Foundations of Special Education* and *Child Development*) should be taken prior to beginning the program.

PENNSYLVANIA BEHAVIOR SPECIALIST LICENSURE

- The Early Intervention program covers most of the evidence-based coursework required for the PA Specialist Licensure.
- The EI: Autism Specialization Program covers all required coursework.

Competitive

Scholarships Available

FOR MORE INFORMATION

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Admissions Requirements

- Completed School of Education online admissions application
- A nonrefundable application fee of \$50 (USD) by credit card through the online admissions application system
- Official transcripts from all undergraduate and graduate institutions attended (grade point averages of at least 3.0 in undergraduate study and 3.5 in graduate study are recommended)
- Official third-party evaluation of all international transcripts for applicants who have not received a master's degree within the United States (we strongly recommend using World Education Services to complete this service)
- A current résumé or curriculum vitae
- A written statement of career goals and degree objectives
- Scores from the Test of English as a Foreign Language (TOEFL) for all applicants whose native language is not English and/or who have not finished academic degree requirements in an English-medium college or university.
- Three letters of recommendation



FACEBOOK
University of Pittsburgh
Early

Now accepting applications on
a rolling basis for the Fall 2019
term.

2018-19 Graduate Tuition & Financial Aid

PENNSYLVANIA RESIDENTS

Attending	Tuition	Fees	Total
Full Time	\$11,423/term	\$425	\$11,848
Part Time	\$920/credit	\$270	\$5,790*

*6 credits

OUT-OF-STATE RESIDENTS

Attending	Tuition	Fees	Total
Full Time	\$19,368/term	\$425	\$19,793
Part Time	\$1,583/credit	\$270	\$9,768 *

*6 credits

LOAN TYPES

- Direct Stafford Loans (also called Direct Loans)
- Grad PLUS Loans (also called Direct PLUS Loans)
- Private education loans are available through a wide range of private financial institutions.
- **More Information:** education.pitt.edu (search: financial aid)

GRADUATE DEGREE OPTIONS

EARLY INTERVENTION MASTER OF EDUCATION (MEd)

The Early Intervention program is an academic Master's program that prepares individuals to work with young children with disabilities (ages birth to 5 years) and their families. A hands-on, carefully supervised approach is used to assist students in developing competence in assessing young children with a variety of disabilities and planning, implementing, and evaluating appropriate educational programs for them.

Students are taught to work in partnership with families and to collaborate with professionals from other disciplines. Consideration is given to a wide range of service delivery models including home, center, school, and hospital-based programs.

Special emphasis is placed on preparing students to address the needs of young children with disabilities in natural, community settings that are designed for the inclusion of all children through direct and consultative service delivery.

STRUCTURE

- The 37-credit (three full-time semesters) program includes coursework in assessment, programming, working with families, inclusion, consultation, community resources, research, and leadership.
- Three supervised practicum experiences are integrated into the program and students work with their advisors to selected two electives to complete their requirements.

EARLY INTERVENTION: AUTISM SPECIALIZATION MASTER OF EDUCATION (MEd)

The Early Intervention with Autism Specialization program is intended to provide students with knowledge and skills to accurately implement a variety of interventions developed for young children with autism. Student complete courses in the characteristics of autism, applied behavior analysis, strategies for improving social skills and communication, and technology-based interventions. The program also includes a focus on teaching parents, other caregivers, and service providers to implement interventions as a means for further enhancing positive outcomes of children with autism.

STRUCTURE

- The 46-credit (four full-time semesters) program includes coursework includes current EI course offerings, plus additional courses in autism characteristics/interventions, social communication in ASD, applied behavior analysis, and use of technology-based interventions.
- Three supervised practicum experiences with a focus on working with families and young children with ASD are required.
- As part of the specialization, students take three of the six Applied Behavior Analysis courses required to become Board Certified Behavior Analysts (BCBA) and may begin to accumulate BCBA hours.

EARLY INTERVENTION: INFANT MENTAL HEALTH MASTER OF EDUCATION (MEd)

The EI Program plus IMH Certificate provides students with the knowledge and skills to assess, plan, implement, and evaluate interventions for young children with delays and disabilities, integrating IMH practices into this process. Courses in the foundations of IMH, specific IMH interventions, and early childhood development augment the EI curriculum to assist students in acquiring skills that support the social-emotional development of young children and their families, the application of infant mental health theory and principles, and infant mental health advocacy and action. This program will emphasize building supportive relationships with caregivers, as well as teaching them to implement interventions to maximize the potential of children served.

STRUCTURE

- The 46-credit (four full-time semesters) combined program includes courses that focus on risk factors faced by some families such as toxic stress, trauma, and substance use challenges.
- The IMH certificate courses have been carefully aligned to the Alliance for the Advancement of Infant Mental Health Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health®. Students are prepared to take the national exam for this endorsement.
- Three supervised practicum experiences are integrated into the program. Reflective supervision and consultation courses to accompany these practices are available for those interested in pursuing the national IMH Endorsement described above.