This sample syllabus provides resources, activities, readings, and assignments, aligned with the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020) and DEC Recommended Practices (2014). Consider state and university policies and add as appropriate. This is not a complete syllabus, nor is it intended to suggest that the standard would be addressed in only one course in the curriculum.

ECPC Sample Syllabus
Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Course Description
This example is Standard 6.

This course is designed to help students plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Students will learn to facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Students will use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Required Texts
VanHoorn, J., Monighan, P., Scales, B., & Rodriguez Alward, K. (2015). *Play at the center of the curriculum* (6th ed.). Pearson.

Standard 6 Components - Student Learning Outcomes
IHE faculty may develop additional student learning objectives by breaking down the components into sub-objectives and describing the knowledge, skills, and dispositions students are expected to learn upon successful completion of this course.

As a result of active participation and successful completion of course requirements, students will be able to:

6.2 Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development

6.5 Identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts

ECPC Curriculum Planning Tool
Faculty may use the ECPC Curriculum Planning Tool to develop initial Early Intervention/Early Childhood Special Education (EI/ECSE) programs and blended Early Childhood Education (ECE) and EI/ECSE programs aligned with personnel preparation standards and DEC

Recommended Practices. This tool can be used to ensure that the standards and recommended practices are embedded within and throughout the curriculum.

This is a downloadable file and should be personalized to meet the needs of the EI/ECSE or blended ECE/ECSE personnel preparation program. The tabs represent the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020) and are not intended to represent single courses within an EI/ECSE program.

ECPC Adult Learning Planning Tool

The Evidence Based Education and Training Practices for Adult Learners Rubric is a tool for use by higher education faculty and professional development providers when planning and implementing a topic/content/practice.

These seven evidence-based adult learning practices derived from a metasynthesis of 15 research reviews of professional development which included 550 studies and 50,000 teachers and practitioners (Dunst, Bruder, & Hamby, 2015).

- Introduction: **Explain** the practice/topic/concept.
- Illustration: **Show** the practice/topic/concept.
- Authentic learning: **Implement** the practice/topic/concept.
- Reflection: **Discuss** with others how the practice/topic/concept works.
- Guidance: **Prompt** and **guide** the implementation of the practice/topic/concept.
- Performance feedback: Give **concrete** reinforcement or corrections.
- Follow-up activities: **Plan** for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept.

Topical Course Outline

Include a topical course outline. Align course topics with EI/ECSE Standards and Components.

Week	Standard 6 Components	Topic and Readings	Activities
1	6.2	Family-professional partnerships and effective communication Garbacz, et al., Ch. 2 (in Weist et al., 2017) Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (2017). *Aligning and integrating family engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and strategies for families and schools in key contexts.* University of Oregon Press.	Connect with your family partner and your preschool teacher partner. Complete CONNECT Module 4: Family-Professional Partnerships.

Week	Standard 6 Components	Topic and Readings	Activities
2	6.2	Responsive interactions with adults and children	Use the Early Childhood Recommended Practices Module 1: Interaction to learn more about supporting children's learning and development through quality adult-child and child-child interactions. Complete and submit both the adult-child interaction checklist and the child social-emotional competence checklist. Listen to the voices in the field segments of the module. Reflect on their messages with your discussion group. Use the questions and considerations form to guide the discussion.
3	6.2	Early social-emotional development and intervention Fox & Swett, Ch. 6 (in Weist et al., 2017)	In this video from Zero to Three, babies connect socially and emotionally to the caregivers. View the video and talk about the content with your discussion group.
4	6.2	Using the Pyramid Model framework to promote young children's social and emotional development	View this overview video about the Pyramid Model from the National Center for Pyramid Model Innovations.
5	6.2 and 6.5	Teaching very young children about feelings Strategies to support social-emotional growth • Using puppets • Moving to music • Singing together	View the Feeling Faces cards. With your discussion group, talk about how you can use these cards to help children learn social emotional skills around the use of emotional literacy and vocabulary.

Week	Standard 6 Components	Topic and Readings	Activities
		• Sharing in circles Using social stories to teach social skills	Explore the resources shared by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). Choose two to share with your partner family. With your discussion group, discuss and reflect on the How to Use Social Stories to Teach Your Child New Skills and Expectations from the Backpack Connection Series. Social emotional curricula – use this search tool created by the Center for Early Childhood Mental Health Consultation at Georgetown University to explore specific curricula.
6	6.2	Using children's books to teach social and emotional skills	Visit the local library. Choose three children's books that encourage empathy, kindness or that help children think about fear, grief or anger. Share the books with your partner family and choose one to read aloud with the child and family.
7	6.2	Assessing social-emotional competence	Read the Research Synthesis on Screening and Assessing Social-Emotional Competence. With your discussion group, talk about the challenges when screening and assessing social-emotional competence. How should families be involved in the screening and assessment process?

Week	Standard 6 Components	Topic and Readings	Activities
8	6.5	Learning through play Zosh, J. N., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Hirsh-Pasek, K., Solis, S. L., & Whitebread, D. (2017). *Learning through play: a review of the evidence*. LEGO Foundation, DK.	Read the Zosh et al. resource. View this video from the Center on the Developing Child at Harvard University: Play in Early Childhood – The Role of Play in Any Setting. With your discussion group, talk about these two resources. Share at least three take away messages from each resource.
9	6.5	Stages of Object and Social Play	View this video about Parten's stages of play. View this video about playing with friends. Record your observations about the child-child interactions during play. View this video about playing together. Record your observations about the adult-child interactions during play.
10	6.5	Arranging the environment to support meaningful play	Read Make the Most of Playtime and share the resource with your partner family. Together, choose two of the ideas from the last three pages and try the ideas with the child. With the family, talk about their favorite ways to play with their child and their child's favorite playtime activities. View this video from Zero to Three about Play and watch how young children try to understand how the world works.

Week	Standard 6 Components	Topic and Readings	Activities
			Explore the resources developed by NAEYC about the importance of play.
11	6.5	Supporting play opportunities within inclusive environments Patry, M. B., & Horn, E. (2020). Supporting the play of preschoolers with autism through peer-mediated interventions. *Young Exceptional Children*, *23*(1), 3-14.	With your discussion group, talk about the Patry & Horn article. Discuss the strategies with your preschool teacher partner.
12	6.5	Language, literacy and play • Props • Block area • Sand/water table • Art area • Writing area • Library VanHoorn et al., Ch. 8	Read Supporting language: Culturally rich dramatic play, a NAEYC resource. View this video and record the ways that language and literacy are encouraged through play. Observe children's language as they play in the preschool classroom. Record your observations. Explore this resource from Scholastic: Building language and literacy through play. Observe the preschool classroom environment and create a list of the play-based opportunities. What ideas can you share with your preschool teacher partner?
13	6.5	STEAM and play VanHoorn et al., Ch. 9 and 10	Learn more about how to use Toys as tools: Everyday science experiments, a NAEYC resource.

Week	Standard 6 Components	Topic and Readings	Activities
			With your family partner, create opportunities for play with art materials (e.g., fingerpaint, crayons, glue, markers) and music (e.g., songs for daily routines, dancing, playing instruments). Observe the family and child and reflect with the family on the activity. Ask the family if you can record the child and family doing one of the activities together to share and discuss during class. Explore these Math at Home resources from NAEYC. How are these ideas linked to the importance of play? Choose two to share with your family and preschool partners.
14	6.5	Outdoor play VanHoorn et al., Ch. 12	Read Our Proud Heritage: Outdoor Play is Essential to Whole Child Development, a NAEYC resource. Find recent news articles or community stories about outside-learning classrooms and nature-based classrooms for young children. Bring the articles and stories to class for discussion.
15	6.5	Toys and technology as tools for play VanHoorn et al., Ch. 13	With your discussion group, talk about the Guiding Principles for Use of Technology with Early Learners resource from the Office of Educational Technology. Reflect on the principles. How can

Week	Standard 6 Components	Topic and Readings	Activities
			technology be used as tools for play using these guiding principles?

Resources

Resources to supplement the ECPC Sample Syllabus Standard 6:

- Backpack Connection Series
  - The Backpack Connection Series was created by the Technical Assistance Center on Social Emotional Intervention (which is now part of NCPMI) to help young children develop social emotional skills.
- CEC Initial Practice-Based Professional Preparation Standards for EI/ECSE (2020)
  - Link to the standards and supporting resources.
- Center for Parent Information and Resources
  - Link to family-friendly materials and resources.
- Division for Early Childhood Recommended (DEC) Practices with Examples
  - Effective practices to improve child outcomes.
- ECPC Cross-Disciplinary Competencies
  - Core cross-disciplinary competence areas for use by ECI professionals.
- Early Childhood Recommended Practices Module 1: Interaction
  - A module to learn about effective instructional practices.
- Interaction Practice Guides for Practitioners
  - From ECTA, resources and video examples of child and adult interactions.
- Interaction Practice Guides for Families
  - From ECTA, resources to support parent-child interactions.
- Principles for Use of Technology with Early Learners
  - A resource from the Office of Educational Technology.
- Professional Standards and Competencies for Early Childhood Educators
  - A resource from NAEYC.
- Zero to Three: Power of Play
  - Learning through play from birth to three.

Journals in EI/ECSE

Below are examples of journals that publish topics about EI/ECSE. Faculty may want to explain how to use articles to support practice and to examine current research. Clarify the difference between practitioner-based journals and research-based journals.

- *Exceptional Parent Magazine*
- *Infants and Young Children*
- *International Journal of Early Childhood Special Education*
- *Intervention in School and Clinic*
- *Journal of Special Education Technology*
- *Rural Special Education Quarterly*
- *Teaching Exceptional Children*
- *Topics in Early Childhood Special Education*

- *Journal of Early Hearing Detection and Intervention*
- *Journal of Early Intervention*
- *Young Children*
- *Young Exceptional Children*

Assignments

1. **Social Emotional Development and Learning Modules (Component 6.2)**
   Within the training modules dropdown tab, select one infant/toddler training module and one preschool training module. The modules will download to your device and will include the presentation, ,video examples, resources, and supplemental materials to support learning. Each module is approximately six to seven hours of content.

2. **Social Narratives (Component 6.2 and 6.5)**
   Read the AFIRM Social Narratives Brief Packet that presents the evidence-based overview of social narratives. You will plan, develop, implement and revise two social narratives, one together with your family partner and one together with your preschool teacher partner.

   Identify a social behavior for change that will result in positive social interactions and additional social learning opportunities for the child. Use the Social Narratives implementation checklist, found in the brief packet, as both a guide and as a self-assessment for both social narratives you create.

   For both social narratives, submit the initial plan, revised plan, the final social narrative and the implementation checklist. Write a two-page reflection about the experience, including feedback from the family and preschool partners.

3. **Feelings Vocabulary List (Component 6.2)**
   Read Teaching Your Child about Feelings from NCPMI and share the resource with your partner family. Together, choose two of the ideas from the last three pages and try the ideas with the child. With the family, develop a feelings vocabulary list that can be used to teach the child to communicate what they are feeling and experiencing. Submit a summary of the ideas tried and the co-created feelings vocabulary list.

4. **Observe Play (Component 6.5)**
   In the preschool partner classroom, observe how children play on five different visits for 20 minutes each visit. Observe a variety of environments including outside play. Record your observations each of the five visits. Think about the stages of object and social play and identify the stages observed. Include children's conversations during play when possible. Write a three to five-page summary about your observations.