

This sample syllabus provides resources, activities, readings, and assignments, aligned with the 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 3: Collaboration and Teaming

#### Course Description

This example is Standard 3.

This course is designed to help students apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates will develop and implement individualized plans and plan for successful transitions that occur across the age span. Students will learn how to use a variety of collaborative strategies while working with and supporting other adults.

#### Required Text

The text below is an example for Standard 3. When developing or revising your syllabus, you may also choose supplemental readings. (See References in the Resources section of the [ECPC Curriculum Modules: Professional Standards](#) for related literature and resources.)

Shelden, M. L., & Rush, D. D. (2013). *Early intervention teaming handbook: The primary service provider approach*. Brookes.

#### Standard 3 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. Two sample student learning objectives are listed for each of the numbered components below. These are examples only and are not intended to be a complete set of objectives for the respective component.

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

- 3.1 Apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families, professionals representing multiple disciplines, skills, expertise, and roles, and community partners and agencies.
  - Describe the background and roles of professional disciplines in Part C and Part B (619) of IDEA.
  - Identify types of team models used in EI/ECSE, and application of each during the delivery of EI/ECSE.

- 3.2 Use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.
- Describe evidence-based collaborative strategies to use when working with other adults, including supervision, coaching, and mentoring strategies.
  - Describe evidenced based collaborative strategies to use when working with other adults that are culturally and linguistically responsive, and adaptable to the needs of the task, environment, and service delivery approach.
- 3.3 Partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.
- Identify the legal requirements for transition planning in EI/ECSE.
  - Describe strategies to develop individualized transition plans to support transitions for young children age birth to five, and their families.

### Topical Course Outline

The topical course outline is organized by course sessions and aligns course topics with EI/ECSE Standards and components. In addition, reading(s) and learning activities are identified for each topic.

Week	Standard 3 Components	Topic and Readings	Activities
1	3.1	What is collaborative teaming?  Research foundations of teaming Shelden & Rush, Ch. 1 and 2  ECPC Cross Disciplinary Competency areas	Explore and describe the four ECPC Cross Disciplinary Competency areas.  Get to know your assigned cross-disciplinary team and partner colleague.
2	3.1	Teaming models and methods  Primary service provider approach to teaming Shelden & Rush, Ch. 3	Working with your team, use the ECPC Cross Disciplinary <a href="#">Coordination and Collaboration Case Study</a> and identify the collaboration strategies used by the professional ECI team.
3	3.1	Benefits and challenges of collaborative teaming	Describe some of the challenges your team faced when discussing the case study. What were your solutions?
4	3.1	Family voices	Create a list of community-based services and resources for the partner program.

Week	Standard 3 Components	Topic and Readings	Activities
5	3.2	Evidence-based practices to support adult learning	Explore and describe the evidence-based practices that support adult learners.
6	3.1, 3.2	Building team capacity: Exchanging expertise, knowledge, and information	Working with your cross-disciplinary team, complete the <a href="#">CONNECT Module 5</a> .
7	3.2	Organizing transdisciplinary services Shelden & Rush, Ch.	Working with your team, use the ECPC Cross Disciplinary <a href="#">Coordination and Collaboration Case Study</a> and practice how to effectively explain the information in a jargon-free way. Write the final version and submit.
8	3.2	Coordinating joint visits Shelden & Rush, Ch. 6	Describe how technology can support transdisciplinary services and collaboration among team members and with families.
9	3.2, 3.3	Effective teaming meetings <ul style="list-style-type: none"> <li>• Facilitator role</li> <li>• Coaching in the team meeting</li> <li>• Agenda-building</li> </ul>	Working with your team, develop a coaching plan for the family in the ECPC Cross Disciplinary <a href="#">Coordination and Collaboration Case Study</a> .
10	3.2	Conducting teaming meetings Shelden & Rush, Ch. 7	Participate in the class mock teaming meeting.
11	3.1, 3.2, 3.3	Collaborative consultation to childcare settings	Plan for and develop one activity about how to effectively collaborate with childcare settings. Complete the <a href="#">ECPC Adult Learning Planning Tool</a> as you plan the activity.
12	3.1, 3.2, 3.3	Writing functional, participation-based individualized outcomes/goals	Write two functional, participation-based individualized outcomes/goals.

Week	Standard 3 Components	Topic and Readings	Activities
		Shelden & Rush, Ch. 5	
13	3.1, 3.2, 3.3	Develop individualized plans Shelden & Rush, Appendix 4A	Using the example IFSP, examine the outcomes and discuss with your team.
14	3.1, 3.2, 3.3	Develop individualized plans Shelden & Rush, Appendix 5A	Using the example IEP, examine the goals and discuss with your team.
15	3.1, 3.2, 3.3	Preparing for transitions Center for Parent Information and Resources, Modules 8 and 9	Attend a transition meeting at the partner program. Reflect on the experience in your journal.

### Resources

Resources to supplement the ECPC Sample Syllabus Standard 3:

- [Initial Practice-Based Professional Preparation Standards for EI/ECSE \(2020\)](#)
  - Link to the standards and supporting resources.
- [Center for Parent Information and Resources: Module 8 The Transition Process](#)
  - A module describing the transition process.
- [Center for Parent Information and Resources: Module 9 Development of the Transition Plan in Part C](#)
  - A module focused on the development of a transition plan for toddlers.
- [CONNECT Modules \(Module 5\)](#)
  - A module about the purpose, use and benefits of assistive technology interventions.
- [Early Childhood Recommended Practices Modules \(Module 4\)](#)
  - A module about the importance of teaming and collaboration.
- [ECPC Cross-Disciplinary Competencies](#)
  - Core cross-disciplinary competence areas for use by ECI professionals.
- [ECPC Cross-Disciplinary Coordination and Collaboration Case Study](#)
  - A case study demonstrating cross-disciplinary collaboration.
- [Professional Standards and Competencies for Early Childhood Educators](#)
  - Link to the standards of the National Association for the Education of Young Children (NAEYC).

### 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 Early Intervention*
- *Journal of Early Hearing Detection and Intervention*
- *Journal of Special Education Technology*
- *Rural Special Education Quarterly*
- *Teaching Exceptional Children*
- *Topics in Early Childhood Special Education*
- *Young Children*
- *Young Exceptional Children*

## Assignments

### 1. Leading Class Discussion (Component 3.1)

Each cross-disciplinary team of students will select a topic related to collaboration for their discussion/dialogue. The purpose of the discussions will be to provide information about best practices for effective collaboration and teaming. Topics may include building relationships, professional development, coaching adult learners, working with families, or other areas of interest related to collaboration and teaming.

Be prepared to summarize important aspects of the topic and to discuss implications to the field. Submit two articles for peers to read one week prior to the class time assigned for the dialogue. Prepare an electronic presentation. This presentation is not limited to PowerPoint and you are encouraged to use your creativity (e.g., video segments, experiences, activities). Engage your peers in thoughtful dialogue and active learning opportunities. Post a resource list used to research the topic.

### 2. Teaming Models – Observation and Reflection (Components 3.1 and 3.2)

For your field placement, observe and reflect on the teaming model employed in this setting for assessment, individualized planning, and intervention/instruction. For each of these program activities (i.e., assessment, individualized planning, intervention/instruction), respond to the following questions:

- What program activity is included in this section of your reflection?
- What teaming model is used? Keep in mind that a different teaming model may be used for different program activities.
- Who are the team members and what is each of their roles on the team?
- What is your rationale for identifying the team model that you chose for this program activity?
- If in the future you are an early intervention or teacher in this program, what would you want to maintain as part of this team and what would you want to see changed? Support your response with information from course discussions, readings, and DEC Recommended Practices.

## Practicum Projects (Components 3.1, 3.2, and 3.3)

This course has a 30-hour practicum in which you will gain experience in consulting with an early care and education program to address the program's self-identified needs. You will be assigned to a cross-disciplinary team of students and will partner with an early childhood interventionist who has expertise in providing technical assistance (TA) to early care and

education programs on a variety of issues. It will be the responsibility of the team to contact the assigned partner and begin developing a practicum plan, using the information that follows.

Time for planning the activities is part of the practicum and will be documented along with other practicum activities in your practicum log. Your log will be turned in with the practicum summary/reflection paper at the end of the semester. Maintain child and family confidentiality by using fictitious names in class discussion and written projects. A statement should be provided indicating that the information is fictitious.

In addition to the portfolio, teams will complete three practicum activity projects. This will include the development of a technical assistance plan and two additional projects from the options listed below. The options should be selected in consultation with the partner colleague and should address needs of the early care and education program that the team is working with for the practicum.

### **1. Portfolio**

Teams will maintain an electronic portfolio using Google Sites for their practicum. The portfolio will include: the TA request form; signed release forms; notes and observations; any assessment protocols used; TA plan; documentation of activities completed; practicum summary/reflection paper; and log of dates, hours, activities, and locations. Any information or activities completed for practicum projects may be included. The portfolio is a means by which students can maintain copies of all information needed for the practicum. The electronic portfolio will be made available to the instructor on the selected due dates.

### **2. Develop a Technical Assistance Plan and Reflection**

The team will develop a plan for technical assistance (TA) that addresses the following: The strengths and needs of the program, goals for consultation, strategies to address the goals, persons responsible for implementation of various aspects of the plan, timelines (e.g., start date, target date of completion), and any other required information. The team will be responsible for participating in the planning process to the extent their partner agency requests, and then help to develop the TA plan from that information. Submit the following: (1) TA plan that includes the strengths and needs of the program, goals for consultation, strategies to address the goals, persons responsible for implementation of various aspects of the plan, and timelines (e.g., start date, target date of completion) and any other required information, using the appropriate TA form provided during class to record the information and (2) a two-page reflection on the process.

### **3. Choose Two Additional Activities**

#### **a. Gather Resources for Program**

The team will brainstorm with their partner agency to develop a list of resources the program staff can use in addressing their concern(s). The team is responsible for gathering the information and providing it in a format that is usable by the program. The team will submit a brief two to three paragraph description of the problem or concern that was addressed and an annotated list of the resources. The annotated list will include APA formatted references and

brief summaries of the information provided by each resource and comments about why the resource was chosen.

**b. Child Observation**

The team will complete one observation of a child in the setting in which consultation is being provided for the practicum. This observation will be used to develop a technical assistance plan for the program. The team will determine the appropriate data collection method and create a data collection form, drawing from information provided in class. The team will write a report that summarizes the observation and discusses their interpretations of the behavior observed. The data collection form and actual data must be turned in along with the report. Submit the following: (1) the observation report (minimum of two pages) that includes the data collection methods, summary of the observation and interpretations/conclusions, and (2) a copy of the data collection form and the actual data collected.

**c. Conduct an In-service**

The team will conduct a one-hour in-service for the partner agency the team is providing consultation to for the practicum. The team will use technology (e.g., PowerPoint, Prezi) during the in-service and will create handouts. The in-service includes no more than 20 minutes of lecture for each hour of the in-service and process activities such as pair-share, small and/or large group activities, and brainstorming that encourage adult engagement and learning. An evaluation form should be provided for the participants to complete. The team should provide to the instructor an outline of the in-service (e.g., topics and activities), the electronic presentation, other handouts (including note sheets and cover sheet), descriptions of activities, and copies of the completed evaluation forms. The team will complete a two-page reflection on the in-service based on the results of the evaluation. Use the [ECPC Adult Learning Planning Tool](#) as you plan activities. Submit the following: (1) the outline of the in-service, (2) a copy of the presentation sent as an attachment, (3) handouts (e.g., PowerPoint note sheets, other handouts, and cover sheet), (4) descriptions of activities using the adult learning planning tool, (5) hard copies of evaluations after the in-service is completed, and (6) a two-page reflection.

**d. Develop a Plan and Coach a Consultee**

The team may provide coaching to a member of the staff of an early care and education setting that the team is providing consultation to for the practicum. Some possibilities for coaching include supporting the staff member/consultee in learning to use particular intervention or teaching strategies or methods, applying information from an in-service or other training, carrying out observations or assessments, participating actively with other team members in meetings and during collateral contact, better understanding aspects of the early intervention system, and models of collaboration. The team will work with the staff member/consultee to plan and implement the coaching process. The team will complete the Coaching Worksheet found in the *Early*

*Childhood Coaching Handbook*, one of the course texts. The team will prepare a two-page reflection on the process. Submit the following: (1) coaching worksheet and (2) a two-page reflection on the coaching process.

**e. Develop a Plan for Activity-Based Intervention (ABI) and for Monitoring Progress**

The team will assist the program staff to develop a realistic and workable plan for implementing ABI and for monitoring progress for one child within the daily activities and routines of a classroom that the student is working with for the practicum. This will involve working with the program staff to identify and prioritize functional learning objectives for the child, observing and discussing with the staff the daily routine and typical activities of the classroom, determining with the staff appropriate routines or activities in which to embed opportunities to practice the targeted skills, and planning realistic procedures for monitoring the child's progress. The plan developed with the staff may also include curriculum modifications (e.g., modifications of the environment, materials, activity, etc.). The team will provide written plans to the classroom staff that include an individual activity matrix, strategies for teaching the targeted skills, procedures for collecting data in order to monitor progress, and any other forms or plans that were completed as part of the planning process. The team should prepare a brief (two-page) reflection on this process. A suggested resource for this project is the following book:

Sandall, S. R., & Schwartz, I. S. (2019). *Building blocks for teaching preschoolers with special needs*, (3<sup>rd</sup> ed.). Brookes.

Submit the following: (1) written plans (e.g., individual activity matrix, teaching strategies, data collection procedures, other forms or plans used in the process), and (2) a two-page reflection paper.

**4. Practicum Summary/Reflection Paper and Practicum Log**

Write a paper that summarizes and reflects on your experiences with collaborative consultation over the course of the semester. In preparing this paper, draw from notes, observations, and other documentation of your experiences to reflect on important themes and what was learned about the consultation process. Include how the experiences related to the stages of consultation, the types of tasks and skills involved at various stages of the process, the types of roles that the student and/or partner assumed in the consultation process, the type of consultation model or approach that was employed, the involvement of families, other personnel such as therapists or other specialists, and/or other agencies, any issues or significant factors related to the particular consultation context or setting, and any boundary issues that were encountered. Address what was most rewarding, what was most frustrating or challenging, how this will fit in with your current or potential work in the field, how the process might be improved, what barriers existed to meeting outcomes, and how those barriers were overcome. Consider how content from course readings

(supplemental readings as well as course texts) relates to your experiences and perspectives within the practicum. Cite at least 10 of the readings from class in the summary/reflection paper.

Keep a log that documents the dates, times, activities, and locations for the practicum. A minimum of 30 hours is required. The log must be turned in with the summary/reflection paper to receive credit for the paper and the course.

Submit the following: (1) the reflection paper that addresses the types of issues and themes discussed above, approximately six to eight pages in length with at least 10 citations of course readings, and (2) the log that documents the dates, times, activities, and locations and the total practicum hours.

### 5. Collaborative Transition Planning and Follow-up with Partner Family

Keep in mind that each family will be at different time periods of transition planning. Use this checklist when working with your partner family.

#### Transition Assignment – Part 1

With your partner family:

- Discuss what happens during the transition process.
- Talk about how they are feeling about the transition process.
- Ask your partner family what dreams they have for their child.
  - \_\_\_\_\_
  - \_\_\_\_\_
- Make a list of community preschools and programs.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Visit community preschools and programs. Identify who you talked to at each program and the things you liked (or did not like) about the program.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Discuss the resources each preschool and program have to offer.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Talk about the differences between programs without bias.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

- Ask what questions they have about the programs.
  - \_\_\_\_\_
  - \_\_\_\_\_
- Create a list of questions to ask at the transition planning conference.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Attend the transition planning conference.
- Reflect on the conversations with your partner family and the transition planning conference.

**Reflection on Transition Planning and Conference  
Transition Assignment – Part 2**

Think about your experiences with your partner family and your use of the transition planning checklist.

Reflect on transition planning with your partner family prior to the transition conference and the transition planning conference. Address the following questions in your two-to-three-page reflection.

1. What strategies did you use for talking about the transition process when planning with your partner family? Describe these strategies and how you used the strategies. Discuss how you might change the strategies next time.
2. Think about your follow up conversation with your partner family following the transition planning conference. How did your partner family describe their experience?
3. Describe your experience with the pre-conference transition planning process and the follow-up conversation with your partner family. What are three things you learned during this process?
4. Describe your experience attending the transition planning conference. What would you have done differently if you were leading the conference?