

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 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

The texts below are examples for Standard 6. 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.)

Cook, R. E., Klein, M. D., & Chen, D. (2020). *Adapting early childhood curricula for children with disabilities and special needs* (10th ed.). Pearson.

Johnson, J., Rahn, N., & Bricker, D. (2015). *An activity-based approach to early intervention* (4th ed.). Brookes.

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. 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:

- 6.1 In partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children’s learning and development across all developmental and academic content domains.
- Describe a collaborative process that includes families to identify systematic, responsive, and intentional evidence-based practices to support young children’s learning and development across developmental and academic content domains.
 - Describe fidelity of implementation strategies to support the delivery of systematic, responsive, and intentional evidence-based practices to support young children’s learning across developmental and academic content domains.
- 6.3 Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.
- Describe the use of embedded instruction, environmental arrangements, and appropriate materials addressing developmental and academic content domains designed to meet the needs of each child and family.
 - Describe examples of adaptations to use to support interactions, interventions, and instruction addressing developmental and academic content domains to meet the needs of each child and their family.
- 6.6 Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural and inclusive environments.
- Describe how to implement responsive interactions, interventions, and instruction with sufficient intensity and supports to promote child learning and development.
 - Describe how to use responsive interactions, interventions, and instruction to facilitate access, participation, and engagement in natural environments and inclusive settings.
- 6.7 Plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.
- Describe multiple sources of data to collect and analyze during interactions, interventions, and instruction across a range of natural environments and inclusive settings.
 - Identify data collection methods and systems to use during interactions, interventions, and instruction to document, monitor and improve child progress.

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 6 Components	Topic and Readings	Activities
1	6.1	<p>Issues and context for early childhood programs and environments Cook, et al., Ch. 1</p>	<p>Connect with your preschool teacher partner.</p> <p>Connect with your family partner.</p>
2	6.6	<p>What is an inclusive environment?</p> <p>DEC/NAEYC joint position statement on inclusion</p> <p>What is a natural environment?</p>	<p>With your discussion group, talk about the definition of inclusion presented in the document and how the position statement could be used to improve services for young children and their families.</p> <p>Talk with your preschool teacher partner about the ways the preschool program provides access, participation and supports to the children attending the program.</p>
3	6.1	<p>What is evidence-based intervention/instruction?</p> <p>Buysse, V., Wesley, P. W., Snyder, P., & Winton, P. (2006). Evidence-based practice: What does it really mean for the early childhood field? <i>Young Exceptional Children</i>, 9(4), 2-11.</p>	<p>Read the Buysse et al. article and identify the key messages. Discuss the article with your discussion group.</p> <p>Read about the history of the DEC Recommended Practices.</p>
4	6.1	<p>How to plan for instruction Cook, et al., Ch. 4</p>	<p>Watch this video from CAST about the importance of universal design for learning.</p> <p>Complete the Early Childhood Recommended Practices Module 6: Instruction. With your discussion group, identify definitions for instruction, systematic instruction, and instructional practices.</p>

Week	Standard 6 Components	Topic and Readings	Activities
			<p>In a one-page group summary, describe how instructional practices support child outcomes and learning.</p>
5	6.1	<p>Planning individualized intervention plans Cook, et al., Ch. 3</p> <p>Four phases of learning</p> <ul style="list-style-type: none"> • Acquisition • Fluency • Generalization • Maintenance 	<p>Observe two children in the partner preschool classroom. Identify and describe in writing each child’s strengths, preferences, and interests.</p> <p>Talk to your partner preschool teacher about your observations. Were you both in agreement? Why or why not? Share your reflections in a one-page written document.</p> <p>With your partner preschool teacher, create two goals for the child using the child’s identified strengths and needs. Indicate the phase of learning.</p>
6	6.3	<p>Managing the physical, social, and temporal environments within a UDL framework to support child learning and engagement Johnson, et al., Ch. 10</p>	<p>Complete the Early Childhood Recommended Practices Module 3: Environment.</p> <p>With your preschool teacher partner, complete the UDL: A checklist for early childhood environments from Let’s Participate! - Assistive Technology for Young Children. Talk to your preschool teacher partner about the checklist findings. How does the preschool classroom environment encourage active child play opportunities as part of everyday learning?</p>

Week	Standard 6 Components	Topic and Readings	Activities
			<p>With your partner family, use the Natural Environment Learning Opportunities Checklist from the Early Childhood Technical Assistance Center. With the family, talk about the learning opportunities that encourage child participation.</p>
7	6.3	<p>Adapting and modifying the physical environment using UDL principles to increase child participation and learning in activities and routines</p> <p>Supporting the social environment to create learning opportunities through social interactions (e.g., groupings)</p>	<p>Read the Environment practitioner guide from the Early Childhood Technical Assistance Center: Adapting Children’s Learning Opportunities and view the video.</p> <p>Reflect on the preschool environment and the natural environment checklists you have completed. Choose one environment to examine more closely. Consider adaptations that can be used to increase child participation in learning activities and routines. Complete the Environmental Adaptations Checklist from Module 3 for one environment. How does the environment support social interaction?</p> <p>Complete the self-reflection.</p>
8	6.3	<p>Embed teaching and learning opportunities into everyday routines and activities</p> <p>Johnson, et al., Ch. 4</p>	<p>View CONNECT Module 1: Embedded Interventions to learn how to help children participate in learning opportunities and inclusive settings.</p>

Week	Standard 6 Components	Topic and Readings	Activities
9	6.3	Planning, using, and monitoring evidence-based practices	<p>Explore the AFIRM Tip Sheets and select two evidence-based practices to explore in depth. Use the Outcomes section of each Tip Sheet to help you select an age-appropriate practice.</p> <p>Complete the AFIRM modules for the two selected evidence-based practices.</p>
10	6.3	Activity-based intervention and routines-based instruction Johnson, et al., Ch. 5 Pretti-Frontczak, K. L., Barr, D. M., Macy, M., & Carter, A. (2003). Research and resources related to activity-based intervention, embedded learning opportunities, and routines-based instruction: An annotated bibliography. <i>Topics in Early Childhood Special Education</i> , 23(1), 29-39.	<p>Read about the Research and resources related to activity based intervention, embedded learning opportunities, and routines-based instruction.</p> <p>With your family partner, complete the Activity-Based Intervention Planning form.</p>
11	6.3	Strategies for meaningful participation <ul style="list-style-type: none"> • Modeling • Scaffolding 	<p>Read NAEYC's Rocking and rolling: Empowering infants' and toddlers' learning through scaffolding. With your partner family, observe the child and a family member interacting. What scaffolding strategies do you observe?</p>
12	6.7	Authentic assessment in early intervention Johnson, et al., Ch. 9	<p>View this video about authentic assessment in early intervention from the Colorado Department of Education Results Matter Video Library.</p>

Week	Standard 6 Components	Topic and Readings	Activities
			<p>With your discussion group, talk about the kinds of decisions that can be made with information gathered from authentic assessment. Also discuss why it is important to gather information from family members and caregivers during authentic assessment.</p>
13	6.6	<p>Foundations of coaching</p> <p>Hartford Foundation video: Foundations of Coaching in Early Childhood: Partnering with Parents and Professionals.</p>	<p>With your discussion group, talk about the characteristics of coaching. Define each characteristic and examples of each.</p>
14	6.6	<p>Assistive technology</p> <p>Johnson, et al., Ch. 12</p>	<p>Explore the AT solutions of the fabricATe website. Select three AT examples to share and discuss with your partner family and partner preschool.</p> <p>Watch this video, Don't Wait to Communicate, from the National Center for Hearing Assessment and Management about augmentative and alternative communication.</p>
15	6.3	<p>Environmental assessment</p>	<p>Complete the environmental assessment assignment and review the results with your partner preschool teacher.</p>
16	6.7	<p>Data-based decision making</p> <p>McCollow, M., & Hoffman, H. (2018). Evidence-based decision-making: A team effort toward achieving goals. <i>Young Exceptional Children</i>, 23(1). doi:10.1177/1096250618801287</p>	<p>Read the McCollow & Hoffman article.</p>

Resources

Resources to supplement the ECPC Sample Syllabus Standard 6:

- [Adapting Children’s Learning Opportunities](#)
An ECTA practice guide.
- [Autism Focused Intervention Resources and Modules \(AFIRM\)](#)
Modules, tip sheets and resources to help learn the step-by-step process of planning for, using, and monitoring evidence-based practices. An extension of the National Professional Development Center on ASD, University of North Carolina’s Frank Porter Graham Child Development Institute.
- [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.
- [Colorado Department of Education Results Matter Video Library](#)
Video collection to support student learning.
- [CONNECT Modules \(Module 1\)](#)
A module to learn about embedded interventions to help children participate in inclusive settings.
- [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 3: Environment](#)
A module to learn about natural and inclusive environments.
- [Early Childhood Recommended Practices Module 6: Instruction](#)
A module to learn about effective instructional practices.
- [ECPC Curriculum Modules: Professional Standards](#)
A module for each of the seven EI/ECSE Standards with a variety of resources (e.g., multimedia illustrations, websites, references).
- [fabricATe](#)
Resources to address the issue of access to no-tech/low-tech assistive technology for individuals with disabilities and/or developmental delays.
- [Joint Position Statement on Inclusion](#)
Statement from the National Association for the Education of Young Children (NAEYC) and DEC.
- [Let’s Participate! - Assistive Technology for Young Children](#)
Tools, resources, and information for using assistive technology to help young children participate in daily activities.
- [National Center for Hearing Assessment and Management](#)
A video about augmentative and alternative communication.
- [Naturalistic Instructional Practices Checklist](#)
An [ECTA](#) resource, the checklist includes the characteristics of naturalistic instructional practices that can be used by a practitioner or parent to support and strengthen child learning and development while a child is engaged in everyday home, community, or classroom activities.
- [Professional Standards and Competencies for Early Childhood Educators](#)

A resource from NAEYC.

- [Systematic Instructional Practices Checklist](#)

An [ECTA](#) resource, the checklist includes the characteristics of systematic instructional practices that can be used by a practitioner or parent to teach targeted skills and to promote child learning and development.

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 Hearing Detection and Intervention*
- *Journal of Early 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. Evidence-Based Practices (Component 6.1)

Complete the Iris Center's Evidence-Based Practices Part 1 module: Identifying and selecting a practice or program. Submit your responses to the following questions (adapted from the [assessment section](#) of the module):

- Define an evidence-based practice (EBP).
- List at least three benefits of implementing an EBP.
- List three areas that a professional needs to think about when selecting an EBP. Discuss some considerations for each.
- Briefly describe the process you can use if you cannot find an EBP that matches your students and your resources.
- Imagine that you are a preschool teacher and want to expand the communication opportunities for a student. A colleague has recommended Social Skills Training, and another has recommended Bright Beginnings.
 - Using more than one source, complete the [EBP Comparison Worksheet](#).
 - Based on your findings, describe the program you will use and justify your response.

2. Fidelity of Implementation (Component 6.1)

Complete the Iris Center's Evidence-Based Practices Part 2 module: Implementing a practice or program with fidelity. In a one-page summary, describe the importance of implementing an EBP with fidelity?

3. Plan, Implement, Assess and Revise Interventions and Instruction (Component 6.3 and 6.7)

With your preschool teacher partner, plan and implement the following:

- Using a UDL framework, a plan that scaffolds the child's learning and engagement.
- Using a UDL framework, a plan that supports the child's independence and includes small-group instruction.
- Using a UDL framework, a plan that expands the child's communication skills within a dyad.

Each plan should include the following:

- Initial plan – ideas discussed with preschool teacher partner
- Revised plan – approved by preschool teacher partner and instructor
- Step by step guide – steps to implementing the plan
- Environmental considerations – adaptations or additions to support the physical, social, and temporal environments
- Assessment – measures used to document learning/growth toward goals
- Technology – consideration of assistive technology needs
- Revision – adaptations needed to build upon child strengths

Using the data driven decision cycle (e.g., plan, implement, assess, revise), reflect on the following questions for each plan:

- What worked?
- What would you do differently and why?
- What suggestions did your preschool partner share with you?

4. Plan, Implement, Assess and Revise Interventions and Instruction (Component 6.1, 6.3 and 6.7)

Complete the [AFIRM Module: Naturalistic Intervention \(NI\)](#). The module provides an overview of NI and activity-based scenarios that promote real-world application. Use the NI Practice Guide to support understanding of key concepts.

With your family partner, use the step by step of the NI Practice Guide to plan an intervention that addresses the target behavior chosen by the family. Your plan should include coaching opportunities, modeling, and steps for generalization of the target behavior. Once your plan has been approved by the instructor, you will use the plan to implement the intervention with the family and their child.

Use the NI implementation checklist as a self-assessment. Write a two-page summary about the implementation of the intervention and your fidelity.

Amsbary, J., & AFIRM Team. (2017). *Naturalistic intervention*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/Naturalistic-intervention>

5. Environmental Rating Scales (Component 6.3)

Complete one of the following environmental rating scales: the FCCERS-3, the ITERS-3, or the ECERS-3, including scoresheet and profile. A summary of strengths and suggested classroom environment practices to target for change should be included in the profile.