

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 text below is an example 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.)

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. 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:

- 6.2 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.

- Describe strategies to engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions to support child learning and development.
- Describe strategies to engage in reciprocal partnerships with families and other professionals to implement interventions and instruction to support 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.

- Describe how to identify and create multiple opportunities for young children to develop and learn play skills.
- Describe how to identify and create multiple opportunities for young children to engage in meaningful play experiences independently and with others across contexts.

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	6.2	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). <i>Aligning and integrating family engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and strategies for families and schools in key contexts.</i> University of Oregon Press.	Connect with your family partner and your preschool teacher partner. Complete CONNECT Module 4: Family-Professional Partnerships.
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.

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			<p>Complete and submit both the adult-child interaction checklist and the child social-emotional competence checklist.</p> <p>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.</p>
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	<p>Teaching very young children about feelings</p> <p>Strategies to support social-emotional growth</p> <ul style="list-style-type: none"> • Using puppets • Moving to music • Singing together • Sharing in circles <p>Using social stories to teach social skills</p>	<p>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.</p> <p>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.</p> <p>With your discussion group, discuss and reflect on the How to Use Social Stories to Teach Your Child New Skills and</p>

Week	Standard 6 Components	Topic and Readings	Activities
			<p>Expectations from the Backpack Connection Series.</p> <p>Social emotional curricula – use this search tool created by the Center for Early Childhood Mental Health Consultation at Georgetown University to explore specific curricula.</p>
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	<p>Read the Research Synthesis on Screening and Assessing Social-Emotional Competence.</p> <p>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?</p>

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

Week	Standard 6 Components	Topic and Readings	Activities
			Explore the resources developed by NAEYC about the importance of play.
11	6.5	<p>Supporting play opportunities within inclusive environments</p> <p>Patry, M. B., & Horn, E. (2020). Supporting the play of preschoolers with autism through peer-mediated interventions. <i>Young Exceptional Children</i>, 23(1), 3-14.</p>	With your discussion group, talk about the Patry & Horn article. Discuss the strategies with your preschool teacher partner.
12	6.5	<p>Language, literacy, and play</p> <ul style="list-style-type: none"> • Props • Block area • Sand/water table • Art area • Writing area • Library <p>VanHoorn et al., Ch. 8</p>	<p>Read Supporting language: Culturally rich dramatic play, a NAEYC resource.</p> <p>View this video and record the ways that language and literacy are encouraged through play.</p> <p>Observe children’s language as they play in the preschool classroom. Record your observations.</p> <p>Explore this resource from Scholastic: Building language and literacy through play.</p> <p>Observe the preschool classroom environment and create a list of the play-based opportunities. What ideas can you share with your preschool teacher partner?</p>
13	6.5	<p>STEAM and play</p> <p>VanHoorn et al., Ch. 9 and 10</p>	<p>Learn more about how to use Toys as tools: Everyday science experiments, a NAEYC resource.</p> <p>With your family partner, create opportunities for play</p>

Week	Standard 6 Components	Topic and Readings	Activities
			<p>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.</p> <p>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.</p>
14	6.5	Outdoor play VanHoorn et al., Ch. 12	<p>Read Our Proud Heritage: Outdoor Play is Essential to Whole Child Development, a NAEYC resource.</p> <p>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.</p>
15	6.5	Toys and technology as tools for play VanHoorn et al., Ch. 13	<p>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 technology be used as tools for</p>

Week	Standard 6 Components	Topic and Readings	Activities
			play using these guiding principles?

Resources

Resources to supplement the ECPC Sample Syllabus Standard 6:

- [Backpack Connection Series](#) [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.
- [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.
- [Early Childhood Recommended Practices Module 1: Interaction](#)
A module to learn about effective instructional practices.
- [ECPC Cross-Disciplinary Competencies](#)
 - Core cross-disciplinary competence areas for use by ECI professionals.
- [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).
- [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*

- *Journal of Early Hearing Detection and Intervention*
- *Journal of Early Intervention*
- *Topics in Early Childhood Special Education*
- *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.