**ECPC Sample Syllabus**

**EI/ECSE Teams**

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Description automatically generated](https://ecpcta.org/)*

This **sample** syllabus provides ideas for resources, activities, readings, and assignments, aligned with the topic. For some topics, the content may be a separate or stand-alone course. However, for other topics, the content may only be part of a course or courses. ***This is a sample only, and is not a complete syllabus, and can be modified.***

**ECPC Sample Syllabus Content:**

**EI/ECSE Teams**

**Course Description**

This course is designed to provide students with an introduction to teaming in Early Intervention/Early Childhood Special Education. Topics to be addressed are: (a) definition and characteristics of effective teams, (b) team members under IDEA, (c) team models, (d) communication strategies, including the use of interpreters, (e) working with paraprofessionals, and (f) planning and facilitating team meetings. Learners will gain a better understanding of the role of families and their professional role on teams.

**Recommended Texts**

Friend, M. (2021). *Interactions: Collaboration Skills for School Professionals* (9th ed.)*. Pearson.*

**Standard Components - Student Learning Outcomes**

IHE faculty may develop additional student learning objectives that align with the Standards and components addressed by this course/course content by describing the knowledge, skills, and dispositions students are expected to learn upon successful completion of the learning objectives.

Standard 3, Component 3.1:

Learners 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.

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

* 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.
* Describe collaboration and communication skills to facilitate a team process with families and professionals from multiple disciplines with varying skill levels and experience. .
* Describe how technology can be used by teams in EI/ECSE.

**Topical Course Outline**

Include a topical courseoutline. Align course topics with EI/ECSE Standards and components.

| **Week** | **Standards/ Components** | **Topic and Readings** | **Activity Bank** |
| --- | --- | --- | --- |
| 1 | Standard 3  Component 3.1 | Definition of team  IDEA requirements for teams and collaboration | Review your state’s Part C and Part B619 regulations to identify what requirements are included related to teams |
| 2 | Standard 3 Component 3.1 | Team structure and membership  Roles of team members | Complete the IRIS Module: [Related Services: Common Supports for Students with Disabilities](https://iris.peabody.vanderbilt.edu/module/rs/) to identify related services professionals who may be on the team, the services they provide, and their role on the team. |
| 3 | Standard 3  Component 3.1 | Families as equal partners on the team | Reflecting on your field placement team, complete the ECTA [Families Are Full Team Members Checklist](https://ectacenter.org/~pdfs/decrp/TC-1_Families_Are_Full_Team_Members_2018.pdf). |
| 4 | Standard 3  Component 3.1 | Stages of team development  Learning teamwork skills | Watch this video of [Tuckman’s Five Stages of Team Development](https://www.youtube.com/watch?v=Xl5ASq75iv8) and identify the characteristics of each stage and the stage representative of your field placement team. |
| 5 | Standard 3 Component 3.1 | Family Panel  Team models | Based on the panel presentation, write a summary reflection of what you learned about the families’ perspectives on how they have been involved in EI/ECSE teams and what they view as benefits and challenges.  Watch the video, [Janella’s Story](https://www.youtube.com/watch?v=-Ew4oCrq6Qg), and describe how the transdisciplinary model is being implemented. What do the mother and the EI identify as benefits of this model? |
| 6 | Standard 3 Component 3.1 | Related Services Panel | Based on the panel presentation, write a summary reflection of what you learned about the panel members’ perspectives of their roles on EI/ECSE teams and the benefits and challenges of teamwork. |
| 7 | Standard 3 Component 3.1 | Communication skills | Reflecting on your field placement team, complete the ECTA [Communication for Teaming and Collaboration Checklist](https://ectacenter.org/~pdfs/decrp/TC-2_Communication_Teaming_Collaboration_2018.pdf) and [Collaboration to Learn and Grow Checklist](https://ectacenter.org/~pdfs/decrp/TC-3_Collaboration_Learn_Grow_2018.pdf). |
| 8 | Standard 3 Component 3.1 | Communication skills | Complete CONNECT Module 3: [Communication for Collaboration](https://connectmodules.dec-sped.org/connect-modules/learners/module-3/) to identify key listening and responding strategies. |
| 9 | Standard 3 Component 3.1 | Communication using technology | Watch the video [Using Video and Video Conferencing to Enable Team Meetings over Distances](https://www.youtube.com/watch?v=Xl7sCZG9F9M) and reflect on the benefits and challenges of virtual meetings for all team members. |
| 10 | Standard 3 Component 3.1 | Including interpreters on the team | Compare similarities and differences in [10 Tips for Using a Sign Language Interpreter](https://www.edi.nih.gov/blog/communities/10-tips-using-sign-language-interpreter) and [Best Practices for Communicating Through an Interpreter](https://refugeehealthta.org/access-to-care/language-access/best-practices-communicating-through-an-interpreter/). Note: The second link is designed for health care professionals, so “patient” is used. Practices would be the same in an EI/ECSE setting. |
| 11 | Standard 3 Component 3.1 | Problem-solving | Identify a problem that your field placement team has resolved. Reflect on how the problem-solving process was used by the team. |
| 12 | Standard 3 Component 3.1 | Conflict resolution | Watch the video, [Conflict Resolution,](https://www.youtube.com/watch?v=pLg4LQinDxU) and reflect on how you might apply this set of strategies for conflict resolution in your field placement or another team. |
| 13 | Standard 3 Component 3.1 | Working with paraprofessionals | Interview a paraprofessional at your field placement site to identify what they perceive as their primary roles and challenges in implementing those roles. |
| 14 | Standard 3 Component 3.1 | Working with paraprofessionals | Interview the preschool teacher at your field placement site to see what they perceive as the primary roles of their paraprofessional(s) and any challenges in the paraprofessional implementing those roles. Compare the responses of the paraprofessional and professional. |
| 15 | Standard 3 Component 3.1 | Planning and implementing team meetings | With the assistance of your field placement cooperating professional, plan and facilitate a “program” team meeting. |

**Resources**

Resources to supplement the ECPC Sample Syllabus Content EI/ECSE Teams.

* [Best Practices for Communicating Through an Interpreter](https://refugeehealthta.org/access-to-care/language-access/best-practices-communicating-through-an-interpreter/) Refugee Health Technical Assistance Center
* [*Collaboration to Learn and Grow Checklist*](https://ectacenter.org/~pdfs/decrp/TC-3_Collaboration_Learn_Grow_2018.pdf)ECTA Performance Checklist
* [*Communication for Teaming and Collaboration Checklist*](https://ectacenter.org/~pdfs/decrp/TC-2_Communication_Teaming_Collaboration_2018.pdf) ECTA Performance Checklist
* [*Connect Module 3: Communication for Collaboration*](https://connectmodules.dec-sped.org/connect-modules/learners/module-3/)
* [*Families Are Full Team Members Checklist*](https://ectacenter.org/~pdfs/decrp/TC-1_Families_Are_Full_Team_Members_2018.pdf)ECTA Performance Checklist
* *Initial* [*Practice-Based Professional Preparation Standards for EI/ECSE (2020)*](https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators)
* [*Professional Standards and Competencies for Early Childhood Educators*](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/professional_standards_and_competencies_for_early_childhood_educators.pdf)
* [*Related Services: Common Supports for Students with Disabilities*](https://iris.peabody.vanderbilt.edu/module/rs/)IRIS Module
* [10 Tips for Using a Sign Language Interpreter](https://www.edi.nih.gov/blog/communities/10-tips-using-sign-language-interpreter) National Institutes of Health (Kirkpatrick, 2020)

**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.

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

**Activities and Assignments**

**Analysis of a Collaborative Team:** This project requires that you identify and analyze a team with which you are associated. The team should be one that is intended to function as a collaborative team, even if it is not a highly functioning team at the time of your analysis. You will assess the team and provide a description of its current functioning using ECTA checklist #3 [Teaming and Collaboration: Collaboration to Learn and Grow](https://ectacenter.org/~pdfs/decrp/TC-3_Collaboration_Learn_Grow_2018.pdf). Your assessment must include supporting evidence for each of the items, as well as a completed summary and analysis section.

Initially, a paragraph identifying the team that you will analyze, as well as a brief statement of your initial impressions of the team’s strengths and challenges must be submitted. The final products are the completed checklist with supporting evidence, a completed analysis and summary of the results, and reflection.

1. Collaborate to 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,* (3rd ed.). Brookes.

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

1. **Collaborative Workshop Planning Teams:** Many class sessions will include “collaborative workshop planning time”. Each student will be assigned to a team and assigned a workshop topic. Collaborative workshop planning teams will use the time to plan the workshop. Teams are expected to use collaborative strategies, including developing and using group norms, using agendas, keeping meeting minutes, using distributed leadership practices, documenting the results of group processing at the end of each group time, and completing a final assessment of the team’s functioning and stage of development. Weekly teamwork must be documented. The final product must include:

• a title page with the team’s name, membership, and workshop title.

• a list of group norms used by the team.

• team meeting minutes with date, primary topic of discussion, team member roles, summary of the discussion, and summary and reflection on group processing.

1. Teaming Models – Observation and Reflection: 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 primary 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.

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