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**Sample Syllabus**

**Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction**

**ECiPC-Equity Sample Syllabus**

**Integrating EI/ECSE Standards and Equity in Early Childhood Intervention:**

**Every infant and young child with a delay in development or disability and their family, will have access to and participate in early childhood intervention, that is individually designed to be racially, ethnically, culturally, and linguistically responsive to ensure equitable, appropriate, and optimal child and family outcomes.**

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 (EI/ECSE Standards, 2020), DEC Recommended Practices (2014), and the ECiPC-Equity definition of Early Childhood (<https://health.uconn.edu/ecipc-equity/>).

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. This syllabus is intended to act as a sample that can be adapted for your classroom and students. Suggested assignments and resources can be used to support students at the knowledge development stage as well as “advanced” students with more experience (i.e., those in upper-level undergraduate courses and/or graduate courses) who are ready to "dig deeper".

**Standard 6 Part 3: Using Responsive and Reciprocal Interactions, Interventions, and Instruction**

**Course Description**

*This is a sample syllabus for Standard 6, components 6.2, 6.4, and 6.7.*

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 developmental and content domains (i.e., social emotional competence and communication) 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](https://ecpcta.org/curriculum-module/) for related literature and resources.)

Dunlap, G., Wilson, K., Strain, P., & Lee, J. (2013). *Prevent-teach-reinforce for young children.* Brookes.

Hemmeter, M. L., Ostrosky, M. M., & Fox, L. (2021). Unpacking the pyramid model. *Baltimore, MD: Brookes*.

Grisham-Brown, J. & Hemmeter, M.L. (2017). Blended Practices for Teaching Young

Children in Inclusive Settings, Second Edition. Baltimore, MD: Paul H. 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:

6.2 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.

6.4 Promote young children’s social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

* Describe evidence-based strategies for teaching and promoting social and emotional competence in young children.
* Describe evidence-based strategies for teaching and promoting communication competence in young children.

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 courseoutline 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 | -The Pyramid Model Framework to Promote Young Children’s Social and Emotional Competence in Infants and Young Children  Hemmeter et al. (2021), Ch. 1 | View the [Pyramid Model Overview Video from the National Center for Pyramid Model Innovations](https://challengingbehavior.cbcs.usf.edu/index.html).  Connect with your family and preschool teacher partners.  Listen to Wallace Foundation [podcast episode](https://soundcloud.com/wallacefoundation/episode-3-the-intersection-of-sel-and-equity?utm_source=wallacefoundation.org&utm_campaign=wtshare&utm_medium=widget&utm_content=https%253A%252F%252Fsoundcloud.com%252Fwallacefoundation%252Fepisode-3-the-intersection-of-sel-and-equity) on the Intersection of Social Emotional Learning (SEL) and Equity. Discuss the implications in small groups.  Review and discuss [Social-Emotional Learning & Equity Pitfalls & Recommendations](https://static1.squarespace.com/static/5e32157bff63c7446f3f1529/t/5f173545ff2cbd1743aa9681/1595356485174/social-emotional-learning-pitfalls-recs.pdf) from the *National Equity Project*. |
| 2 | 6.2 | -Tiered approach to Universal Supports for All Children  [Multitiered System of Support Framework in Early Childhood: Description and Implications (DEC, 2021)](https://www.decdocs.org/position-statement-mtss) | Explore the [tiers](https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/tiers.html) of the Pyramid Model.  Discuss the following brief on [Leveraging MTSS to Ensure Equitable Outcomes](https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf) |
| 3 | 6.4 | -Prevent-Teach-Reinforce Model of Individualized Positive Behavior Support for Young Children  Dunlap et al. (2017), Ch. 1  [Ivy, S., Hanline, M. F., & Robbins, A. (2024). Teaming to Design Tangible Symbol Communication Systems for Children with Multiple Disabilities. Young Exceptional Children, 27(2), 63-77.](https://doi.org/10.1177/10962506241248758) | Read [What to Expect from the PTR Process](https://challengingbehavior.cbcs.usf.edu/docs/PTRYC_what-to-expect.pdf).  View the [slide deck](https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2019/01-28/PTRYC_ppt_handout.pdf) about PTR for working with young children with challenging behaviors (Dunlap & Lee, 2019). |
| 4 | 6.2 | -Creating Connections with Families and Children  Hemmeter et al. (2021)  Ch. 2 & 3 | View this [video](https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc) about the PBC model and explore the resources shared by the Head Start/Early Childhood Learning and Knowledge Center (ECLKC).  Discuss [Family Engagement and SEL](https://www.gse.harvard.edu/ideas/usable-knowledge/18/07/family-engagement-and-sel) post.  Define authentic partnerships with families and caregivers. Reflect on how your teacher partner and school utilize strategies in the [tool or checklist resource](https://schoolguide.casel.org/focus-area-3/family-partnerships/) provided by CASEL. |
| 5 | 6.4 | -Understanding the Meaning Behind Challenging Behaviors  Dunlap et al., Ch. 3 & 4  Hemmeter et al. (2021), Ch. 15  [Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (n.d.). Understanding your child’s behavior: Reading your child’s cues from birth to age 2.](http://csefel.vanderbilt.edu/documents/reading_cues.pdf) | Read [What are Children Trying to Tell Us?: Assessing The Function of their Behavior](https://csefel.vanderbilt.edu/briefs/wwb9.pdf), a What Works Brief.  Watch and discuss the following [interview](https://iris.peabody.vanderbilt.edu/interview/cultural-influences-on-behavior/) on the cultural influences of behavior. |
| 6 | 6.4 & 6.7 | -Antecedents, Behavior, and Consequences  Meadan, H., Ayvazo, S., & Ostrosky, M. M. (2016). The ABCs of challenging behavior: Understanding basic concepts. *Young Exceptional Children, 19*(1), 3-15. | With your preschool teacher partner, discuss the resources that are used in the preschool classroom to support children with challenging behaviors.  Complete an ABC chart with your preschool teacher partner or using the attached [video and form](https://iris.peabody.vanderbilt.edu/mcontent/behavior-abc-video/). |
| 7 | 6.4 & 6.7 | -Teaming and Goal Setting  Dunlap et al., Ch. 2  Hemmeter et al. (2021), Ch. 4 | With your discussion group, complete the case study found in Dunlap et al., Ch. 2. Consider the short-term and long-term goals for a social emotional behavior to increase and a challenging behavior to decrease.  Discuss ideas and resources in Wahman, C. L., Light-Shriner, C. L., & Pizzella, D. M. (2022). Effective teaming to bridge support for children with challenging behavior. *Young Exceptional Children, 25*(1), 15-29. |
| 8 | 6.7 | -Data Collection for Progress Monitoring  Dunlap et al., Ch. 5 & 6 | Review Dunlap et al., Ch. 4 case study and be prepared to discuss in class the steps for data collection and progress monitoring used in the case study.  Complete IRIS Module:  [Progress Monitoring](https://iris.peabody.vanderbilt.edu/module/pmr/cinit/#content) |
| 9 | 6.4 & 6.7 | -Functional Behavioral Assessment  Dunlap et al., Ch. 7 | Using the Dunlap et al., Ch. 5 case study, complete the PRT checklists to better understand what the case study child is communicating and how.  Complete IRIS Module: [Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan](https://iris.peabody.vanderbilt.edu/module/fba/) |
| 10 | 6.4 | -Developing and Implementing Intensive Individualized Interventions  Dunlap et al., Ch. 8  Hemmeter et al. (2021), Ch.16 | View [Developing and Implementing Intensive Individualized Interventions](https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2019/01-28/2019-01-28_Developing-and-Implementing-Intensive-Individualized-Interventions.html).  Develop a plan that includes strategies that will set up the environment in a way that would work better for the case study child. Describe how you would plan to teach the child new social emotional skills.  Watch and discuss video on [What are intensive interventions and why are they important?](https://intensiveintervention.org/resource/what-are-intensive-interventions-and-why-are-they-important) and [explore NCII tool chart on behavior interventions](https://charts.intensiveintervention.org/bintervention?_gl=1*1z0fnvb*_ga*NjQ2MTkyNjQzLjE3MDk2NjI1MTU.*_ga_8HTR3VBRFZ*MTcyMDIxMDg3NC40LjAuMTcyMDIxMDg3NC4wLjAuMA..) filtering for the context of a setting you are familiar with. |
| 11 | 6.7 | -Using Data and Data-based Decision Making  Dunlap et al., Ch. 9  -Progress Monitoring  -Interval  -[Direct Behavior Rating Scale](https://direct-behavior-ratings.education.uconn.edu/)  -Frequency  -Duration  -Latency | In the Dunlap et al., Ch. 9 case study, what data did the team choose to collect? With your discussion group, talk about why the data collected was appropriate or not, and if you think the child will be able to be successful in the learning environment.  Explore various [behavioral progress monitoring tools through NCII tool chart.](https://charts.intensiveintervention.org/bprogressmonitoring?_gl=1*11p0dm8*_ga*NjQ2MTkyNjQzLjE3MDk2NjI1MTU.*_ga_8HTR3VBRFZ*MTcyMDIxMDg3NC40LjEuMTcyMDIxMTUzNC4wLjAuMA..) |
| 12 | 6.4 | -Suspension and Expulsion in Early Childhood  -[Understanding and Eliminating Expulsion in Early Childhood Programs](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/understanding-eliminating-expulsion-early-childhood-factsheet.pdf)  O’Grady, C. E., Jackle, E. M., & Ostrosky, M. M. (2023). Stopping suspension in early childhood: Suggestions and strategies. *Young Exceptional Children, 26*(3), 157-169. | Read more about [suspension and expulsion in early childhood](https://challengingbehavior.cbcs.usf.edu/Pyramid/suspension.html).  View the video [Early Childhood Suspensions: The Impact on Families](https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2019/03-27/2019-03-27_Early-Childhood-Suspensions-The-Impact-on-Families.html).  View video on [Having Conversations about Race, Bias, and Equity](https://challengingbehavior.org/webinar/having-conversations-about-race-bias-and-equity/)  Read the joint statement from 30 organizations [Standing Together Against Suspension and Expulsion in Early Childhood](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/Standing%20Together.Joint%20Statement.FINAL__9_0.pdf). |
| 13 | 6.4 | -The Pyramid Model and Equity  Read [Allen, Hunter, Barton, & Riepe (2020). Talking to very young children about race.](https://challengingbehavior.org/document/talking-to-very-young-children-about-race/) | Read NCPMI’s [statement on equity and inclusion](https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/index.html). Explore the related resources and videos about equity.  Watch [Creating Anti-Racist Early Childhood Spaces](https://challengingbehavior.org/webinar/creating-anti-racist-early-childhood-spaces/)  Listen to Podcast from NPR’s LifeKit on [Talking About Race with Young Children](https://www.npr.org/2019/04/24/716700866/talking-race-with-young-children). |
| 14 | 6.4 | -Creating a Trauma Sensitive Support  [Bartlett, J. D. (2021). *Trauma-informed practices in early childhood education. ZERO TO THREE Journal, 41*(3), 24–34](https://www.zerotothree.org/resource/journal/trauma-informed-practices-in-early-childhood-education/). | Read and discuss NAEYC [Creating Trauma-Sensitive Classrooms](https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms)  Review and discuss impact of [Adverse Childhood Experiences (ACEs)](https://www.cdc.gov/aces/about/index.html)  Explore resources shared in Bartlett (2021). |
| 15 | 6.4 | -A Mindful Approach – Using Mindfulness Practices to Build Resiliency | Explore the [Getting Started with Mindfulness: A toolkit for early childhood organizations](https://www.zerotothree.org/resource/getting-started-with-mindfulness-a-toolkit-for-early-childhood-organizations/), a Zero to Three resource.    Read [Mindfulness in Infant and Toddler Settings](https://www.naeyc.org/resources/pubs/yc/mar2018/rocking-and-rolling), a NAEYC resource.  With your discussion group, talk about the benefits of mindfulness practices in the early childhood workforce. What strategies might you want to try? What practices could you try with your preschool teacher partner? |

**Resources**

Resources to supplement the ECiPC-Equity Sample Syllabus Standard 6:

* [CEC Initial Practice-Based Professional Preparation Standards for EI/ECSE (2020)](https://www.dec-sped.org/ei-ecse-standards)

Link to the standards and supporting resources.

* [Center for Parent Information and Resources](https://www.parentcenterhub.org/)

Link to family-friendly materials and resources.

* [Division for Early Childhood Recommended (DEC) Practices with Examples](https://d4ab05f7-6074-4ec9-998a-232c5d918236.filesusr.com/ugd/95f212_ff1fec199cc44568a49bbc7c16b2ed3f.pdf?index=true)

Effective practices to improve child outcomes.

* [ECPC Adult Learning Planning Tool](https://ecpcta.org/ihe-faculty-2/)

A tool for use by higher education faculty and professional development providers when planning and implementing a topic/content/practice.

* [ECPC Cross-Disciplinary Competencies](https://ecpcta.org/cross-disciplinary-competencies/)

Core cross-disciplinary competence areas for use by ECI professionals.

* [ECPC Curriculum Modules: Professional Standards](https://ecpcta.org/curriculum-module/)

A module for each of the seven EI/ECSE Standards with a variety of resources (e.g., multimedia illustrations, websites, references).

* [Getting Started with Mindfulness](https://www.zerotothree.org/resource/getting-started-with-mindfulness-a-toolkit-for-early-childhood-organizations/)

A Zero to Three resource.

* [The National Center for Pyramid Model Innovations](https://challengingbehavior.cbcs.usf.edu/index.html)

An OSEP funded TA center to improve and support systems to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children.

* [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)

A resource from NAEYC.

* [What Works Briefs for the Pyramid Model Practices](https://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html)

Evidence-based practice briefs.

* [Standing Together Against Suspension and Expulsion in Early Childhood](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/Standing%20Together.Joint%20Statement.FINAL__9_0.pdf)

Joint position statement from 30 early childhood and care organizations.

**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. **Suspension and Expulsion in Preschool Classrooms (Component 6.2)**

Many states have issued a position statement about suspension and expulsion practices for all early childhood settings. Here is an example statement from [Florida](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/Policy/Health%20and%20Safety/Expulsion%20Policy%20Position%20Statement_ADA_ll.pdf), and another example from [Maryland](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/marylands_se_policy_final.pdf). Explore your state’s resources regarding expectations, equity, and inclusion practices that promote positive classroom environments. Create a presentation that includes the following: state position statement on suspension and expulsion in early childhood, training opportunities for early care educators, relevant historical and statistical information (e.g., prevalence, equity), and other resources found including family-specific supports.

1. **Strategies to Build Relationships (Component 6.4)**

Alternative discipline strategies aim to address the root causes of challenging behavior by building strong and healthy relationships with children and improving their engagement with the learning environment. Strategies that are popular include positive behavioral interventions and supports, restorative practices, and trauma-informed practices. Take a closer look at these strategies and think about the following questions:

* How does implementation of each of these strategies increase child engagement?
* How might each strategy improve overall child behavior?
* How might the strategies potentially decrease the number of children excluded from the learning environment for disciplinary reasons?
* What elements do the strategies have in common?

1. **Complete IRIS Module on Early Childhood Behavior Management (Component 6.4)**

Complete the provided [module](https://iris.peabody.vanderbilt.edu/module/ecbm/). Complete a matrix for 2 behavior expectations you would implement in an early childhood setting. Write a 2–3-page response describing how you would communicate with families about rules. Discuss three reasons why it is important to communicate with families about rules. Also, discuss how you would create systems and engage in interactions that are culturally responsive and inclusive.

1. **Complete a Functional Behavior Assessment (Component 6.4 & 6.7)**

With your preschool partner team, follow the [process document](https://challengingbehavior.cbcs.usf.edu/docs/PTRYC_process-forms.pdf) and use the PTR forms to complete a functional behavior assessment for one child. Identify the data to collect and use a behavior rating scale. Complete the PTR checklists as part of the FBA process.

This is a product of the Early Childhood Intervention Personnel Center for Equity (ECIPC-Equity) awarded to the University of Connecticut Center for Excellence in Developmental Disabilities and was made possible by Cooperative Agreement #H325C220003 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. All rights reserved.

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