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.)

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

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	The Pyramid Model framework to promote young children's social and emotional competence in infants and young children	View this overview video about the Pyramid Model from the National Center for Pyramid Model Innovations. Connect with your family and preschool teacher partners.
2	6.2	Tiered approach to universal supports for all children	Explore the tiers of the Pyramid Model. Read Helping Children Manage their Own Behavior, a What Works Brief.
3	6.2	Practice-Based Coaching (PBC) for implementing Pyramid Model practices Fidelity of implementation	View this video about the PBC model and explore the resources shared by the Head Start/Early Childhood Learning and Knowledge Center (ECLKC).

Week	Standard 6 Components	Topic and Readings	Activities
4	6.4	Understanding the meaning behind challenging behaviors	Read What are Children Trying to Tell Us?: Assessing The Function of their Behavior, a What Works Brief.
5	6.4	Antecedents, behavior, and consequences	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.
6	6.4	Prevent-Teach-Reinforce model of individualized positive behavior support for young children Dunlap et al., Ch. 1	Read What to Expect from the PTR Process. View the slide deck about PTR for working with young children with challenging behaviors (Dunlap & Lee, 2019).
7	6.4	Teaming and goal setting Dunlap et al., Ch. 3	With your discussion group, complete the case study found in Dunlap et al., Ch. 3. Consider the short-term and long-term goals for a social emotional behavior to increase and a challenging behavior to decrease.
8	6.4	Data collection for progress monitoring Dunlap et al., Ch. 4	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.

Week	Standard 6 Components	Topic and Readings	Activities
9	6.4	Functional behavioral assessment Dunlap et al., Ch. 5	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.
10	6.4	Developing and implementing intensive individualized interventions	View Developing and Implementing Intensive Individualized Interventions. 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.
11	6.4	Using data and data-based decision making Progress monitoring	In the Dunlap et al., Ch. 6 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.
12	6.4	Suspension and expulsion in early childhood The importance of teacher-child relationships	Read the joint statement from 30 organizations Standing Together Against Suspension and Expulsion in Early Childhood. Read more about suspension and expulsion in early childhood. View the video Early Childhood Suspensions: The Impact on Families.

Week	Standard 6 Components	Topic and Readings	Activities
13	6.4	The Pyramid Model and equity	Read NCPMI's statement on equity and inclusion. Explore the related resources and videos about equity.
14	6.4	A mindful approach – using mindfulness practices to build resiliency	Explore the Getting Started with Mindfulness readings and activities, a Zero to Three resources. Download the Toolkit. Read Mindfulness in Infant and Toddler Settings, a NAEYC resource.
15	6.4	Mindfulness practices to do with children	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 ECPC Sample Syllabus Standard 6:
- 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.
- ECPC Cross-Disciplinary Competencies
  - Core cross-disciplinary competence areas for use by ECI professionals.
- ECPC Curriculum Modules: Professional Standards
  - o 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
  - A Zero to Three resource.
- The National Center for Pyramid Model Innovations
  - 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](#)
  A resource from NAEYC.
- [What Works Briefs for the Pyramid Model Practices](#)
  Evidence-based practice briefs.
- [Standing Together Against Suspension and Expulsion in Early Childhood](#)
  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](#), and another example from [Maryland](#). 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.

2. **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?

3. **Complete a Functional Behavior Assessment (Component 6.4)**
   With your preschool partner team, follow the process document 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.