

**EI/ECSE Standard 5**  
**Component 5.1**  
Overview & Speaker Notes

**Intended Audience:**

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org/curriculum-module)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

**Objectives for Standard 5, Component 5.1:**





After participating in this professional learning opportunity, participants will be able to:






- Describe how an evidence-based curriculum guides the design and facilitation of meaningful and culturally responsive learning experiences for all children and families.
- Describe a process used in collaboration with families and other team members to identify an evidence-based curriculum that addresses developmental and content domains in EI/ECSE.




## Outline of Session Activities





Topic	Slides	Activity
Introduction/Objectives	1-4	
Effective Curriculum Frameworks	5-7	Activity (slide6) Video (slide7)
A Unified Curriculum Framework/Criteria	8-9	
Evidenced Based Curriculum Frameworks	10	
Evidence Based Curriculum Resources	11	
Unified Curriculum Framework Criteria	12	
Universally Designed	12-13	Activity (slide 13)
Natural Environments	14-16	
Principals of Inclusion	17-19	Activity (slide 19)
Developmentally Appropriate	20-22	Activity (slide 21) Activity (slide 22)
Culturally Responsive	23-26	Activity (slide 25) Video (slide 26)
Resources and References	27-28	





# Speaker Notes with Slides

Slide 1	<p style="text-align: center;"><b>Application of Curriculum Framework in the Planning of Meaningful Learning Experiences</b></p> <p style="text-align: center;">Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) 5.1</p> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpce.org</p>	
Slide 2	<p style="text-align: center;"><b>Standard 5</b></p> <p>Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains.</p> <p>Candidates use curriculum frameworks to create and support universally designed, high-quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.</p> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpce.org</p>	
Slide 3	<p style="text-align: center;"><b>Component 5.1</b></p> <ul style="list-style-type: none"><li>• Candidates collaborate with families and other professionals to identify an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support all children and families' unique abilities and needs.</li></ul> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpce.org</p>	
Slide 4	<p style="text-align: center;"><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Describe how an evidence-based curriculum guides the design and facilitation of meaningful and culturally responsive learning experiences for all children and families.</li><li>• Describe a process used in collaboration with families and other team members to identify an evidence-based curriculum that addresses developmental and content domains in EI/ECSE.</li></ul> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpce.org</p>	



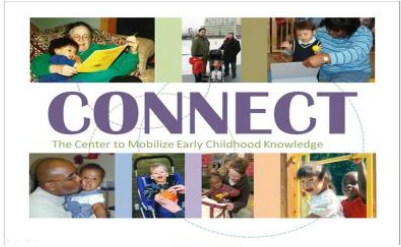

<p>Slide 5</p>	<p><b>Effective Curriculum Frameworks: DEC Position Statement (2007)</b></p> <p>Effective curriculum is a “dynamic system”:</p> <ul style="list-style-type: none"> <li>• Begins with authentic assessment</li> <li>• Scope and sequence of instructional content is explicitly stated</li> <li>• Learning activities and intervention strategies are intentional and grounded in evidence</li> <li>• Supported by systematic/ongoing progress monitoring</li> </ul> <p> Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 6</p>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Watch the <a href="#">Animated Short: "Ian"</a> on the next slide</li> <li>• Discuss the implications for an ideal curriculum framework that works for all of the children in this classroom</li> </ul> <p> Early Childhood Program Center www.ecpc.org</p>	<p><a href="https://www.youtube.com/watch?app=desktop&amp;v=Hz_d-cikWmI">https://www.youtube.com/watch?app=desktop&amp;v=Hz_d-cikWmI</a></p>
<p>Slide 7</p>	<p><b>Activity Video: Animated Short: "Ian"</b></p>  <p> Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 8</p>	<p><b>The Goal for All Children: A Unified Curriculum Framework</b></p> <ul style="list-style-type: none"> <li>• A universal approach to early learning to meet the needs of all children within a developmentally grounded framework (Bruder, Ferreira, 2021)</li> <li>• Children with disabilities should not require a separate curriculum framework</li> <li>• Capability to provide individual adaptations, modifications, and accommodations for all children</li> </ul> <p> Early Childhood Program Center www.ecpc.org</p>	






<p>Slide 9</p>	<p><b>Unified Curriculum Framework Criteria</b></p> <ul style="list-style-type: none"> <li>• Evidence-based</li> <li>• Universally designed to address the specific needs of children with and without disabilities</li> <li>• Learning experiences occur within and across a child's natural environments and routines</li> <li>• Developmentally appropriate</li> <li>• Culturally responsive</li> <li>• Focus on team collaboration</li> </ul> 	
<p>Slide 10</p>	<p><b>Evidence-Based Curriculum Frameworks</b></p> <ul style="list-style-type: none"> <li>• What makes a curriculum “evidence-based”?</li> <li>• Practices that are based on high-quality research that has been replicated and proven to improve outcomes for children. <ul style="list-style-type: none"> <li>• The interactions, teaching practices, and learning experiences within the curriculum are proven to be effective to further a child's development and learning</li> </ul> </li> </ul> 	<p>These terms are often used interchangeably- Overall an evidence-based curriculum is proven to improve outcomes for young children....practices refers to all the things teachers do when implementing the curriculum are known to further a child’s development and learning. Practices will align with professional standards and include the wisdom &amp; knowledge of the EI/ECSE field; the core guiding values, beliefs and theoretical approaches Odom, S. L., &amp; Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidence-based practices. <i>The Journal of Special Education</i></p>
<p>Slide 11</p>	<p><b>Evidence-Based Resources</b></p> <ul style="list-style-type: none"> <li>• How can you support families to identify and make decisions in evidence-based practices?</li> <li>• <a href="https://ectacenter.org/topics/evbased/evbased.asp">https://ectacenter.org/topics/evbased/evbased.asp</a></li> <li>• <a href="https://www.dec-sped.org/dec-recommended-practices">https://www.dec-sped.org/dec-recommended-practices</a></li> <li>• <a href="https://cedar.education.ufl.edu/">The CEEDAR Center at the University of Florida   The CEEDAR Center (ufl.edu)</a></li> </ul> 	<p>It is up to practitioners to make sure that they – and their affiliated institutions/agencies – to make sure the practices they are using are up-to-date and evidence based. There are many ways to help families make decisions about whether the practices they are considering are indeed supported by research. Here are some resources you can use to find EBP and be able to share your professional experience with implementing EBP with families and/or other professionals.</p> <p><a href="https://ectacenter.org/topics/evbased/evbased.asp">https://ectacenter.org/topics/evbased/evbased.asp</a></p> <p><a href="https://www.dec-sped.org/dec-recommended-practices">https://www.dec-sped.org/dec-recommended-practices</a></p> <p><a href="https://cedar.education.ufl.edu/">https://cedar.education.ufl.edu/</a></p>

<p>Slide 12</p>	<p style="text-align: center;"><b>A Unified Curriculum Framework Criteria: Universally Designed</b></p> <ul style="list-style-type: none"> <li>• A structure to plan and design curriculum for all learners</li> <li>• Accommodations and modifications are built into all aspects of the curriculum to meet the needs of children of all abilities</li> </ul> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	
<p>Slide 13</p>	<p style="text-align: center;"><b>UDL Principles: Activity</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.cast.org/impact/universal-design-for-learning-udl">https://www.cast.org/impact/universal-design-for-learning-udl</a></li> <li>• How does the UDL framework support full participation and optimal access to learning for all students?</li> </ul> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Support discussion around how the implementation of a universal and unified curriculum design looks in the preschool environment, and encourage the group to identify barriers they encounter in their work to the implementation of a curriculum such as this. Brainstorm ideas about how to advocate for a more universal curriculum for those whose care settings are not using universal/inclusive curricular frameworks.</p> <p><a href="https://www.cast.org/impact/universal-design-for-learning-udl">https://www.cast.org/impact/universal-design-for-learning-udl</a></p>
<p>Slide 14</p>	<p style="text-align: center;"><b>Unified Curriculum Framework Criteria: Natural Environments and Inclusion</b></p> <ul style="list-style-type: none"> <li>• Inclusion: a principle that supports the education of children with disabilities alongside non-disabled peers</li> <li>• Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act require schools/agencies to provide equal educational opportunities for children with disabilities</li> <li>• IDEA specifically requires schools to support inclusion of children with disabilities through the least restrictive and natural environment mandates</li> </ul> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Facilitator: ask the group - Revisiting “least restrictive environment”: what does it mean? It’s the law!</p> <p><a href="https://www.readingrockets.org/article/universal-design-learning-meeting-needs-all-students">https://www.readingrockets.org/article/universal-design-learning-meeting-needs-all-students</a></p>
<p>Slide 15</p>	<p style="text-align: center;"><b>Universal Curriculum Framework: Effective Practices for Natural Preschool Environments</b></p> <ul style="list-style-type: none"> <li>• Curriculum modifications <ul style="list-style-type: none"> <li>• A change made to the ongoing classroom activity or materials to maximize child participation</li> </ul> </li> <li>• Embedded learning opportunities <ul style="list-style-type: none"> <li>• Using child interests by planning short systematic instructional interactions in daily classroom activities</li> </ul> </li> </ul> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	

<p>Slide 16</p>	<p><b>Effective Practices for Natural Preschool Environments, Continued</b></p> <ul style="list-style-type: none"> <li>• Explicit child-focused instructional strategies <ul style="list-style-type: none"> <li>• Specific interventions driven by child objectives that may be different from the larger group</li> </ul> </li> <li>• Authentic assessment and progress monitoring <ul style="list-style-type: none"> <li>• Collecting meaningful data to support planning/intervention</li> </ul> </li> </ul> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	
<p>Slide 17</p>	<p><b>Principles of Inclusion for Preschool Age Children With Disabilities</b></p> <ul style="list-style-type: none"> <li>• Preschoolers learn best through meaningful everyday experiences and interactions within developmentally, linguistically, and culturally appropriate routines, play, and activities in inclusive settings</li> <li>• All families, with appropriate supports and resources, can promote their child's learning</li> </ul> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	<p>Citation: NECTAC Workgroup on Principles and Practices for the IEP Process, May 2012. Key Principles Underlying the IEP Process: Supporting Family Participation, Inclusive Practices and Positive Outcomes for Preschool Children with Disabilities</p> <p><a href="https://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/Key_Principles_IEP_Process.pdf">https://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/Key Principles IEP Process.pdf</a></p>
<p>Slide 18</p>	<p><b>Principles of Inclusion for Preschool Age Children With Disabilities, Continued</b></p> <ul style="list-style-type: none"> <li>• A Child's individual strengths, needs, preferences, culture, and priorities are reflected and respected</li> <li>• Professionals build partnerships with families and support them as primary decision-makers</li> <li>• Preschool learning experiences are developmentally appropriate and evidence-based</li> </ul> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	
<p>Slide 19</p>	<p><b>Tools for Inclusive Practices: Activity</b></p> <ul style="list-style-type: none"> <li>• <a href="https://ectacenter.org/topics/inclusion/tools.asp">https://ectacenter.org/topics/inclusion/tools.asp</a></li> <li>• In pairs or groups, explore this website and identify tools you think would be useful to support a family of a child with a disability who is making decisions about a preschool classroom for their child. Be ready to explain your choices.</li> </ul> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	<p><a href="https://ectacenter.org/topics/inclusion/tools.asp">https://ectacenter.org/topics/inclusion/tools.asp</a></p>



<p>Slide 20</p>	<p><b>Universal Curriculum Frameworks: Developmentally Appropriate</b></p> <ul style="list-style-type: none"> <li>• Anchored in theories of child development and learning <ul style="list-style-type: none"> <li>• Sequences of learning relevant to all children</li> <li>• Situated within the interests and preferences of the child</li> </ul> </li> <li>• Practices are developmentally, individually, and culturally appropriate to each child</li> <li>• All children participate</li> <li>• Individual needs are addressed in the context of all learning activities</li> </ul> 	<p>A flexible and effective curriculum framework is always grounded in robustly supported theories of child development and learning, which inform how children of all abilities learn sequentially – e.g., first they learn face-to-face non-verbal ways of interacting, then gradually learn to share attention to objects and to engage in joint attention. In the context of joint attention, children actively learn from adults and peers about the world around them.</p> <p>Each child, whether they have an IFSP/IEP or not, benefits from having their needs assessed – whether formally or informally – and having a plan that includes their interests, strengths, and needs for support that is intentionally included across daily routines/learning opportunities.</p>
<p>Slide 21</p>	<p><b>Activity: Developmentally Appropriate Practices</b></p> <p>Watch <a href="#">Video 1.17: Routine in a Program</a> on the next slide before reflecting on these questions;</p> <ul style="list-style-type: none"> <li>• The game planned for the group usually involves one child shouting “Red Light!” or “Green Light” and gradually walking forward toward the leader</li> <li>• How did this teacher plan her instruction to embed a developmentally appropriate learning opportunity for Jack, who is working on communicating with his peers and joining them in play activities?</li> </ul> 	<p><a href="https://connectmodules.decspec.org/connect-modules/resources/videos/video-1-17/">https://connectmodules.decspec.org/connect-modules/resources/videos/video-1-17/</a></p> <p><a href="https://vimeo.com/297451528">https://vimeo.com/297451528</a></p>
<p>Slide 22</p>	<p><b>Activity: Developmentally Appropriate Practices</b></p>  	<p><a href="https://connectmodules.decspec.org/connect-modules/resources/videos/video-1-17/">https://connectmodules.decspec.org/connect-modules/resources/videos/video-1-17/</a></p>

<p>Slide 23</p>	<p style="text-align: center;"><b>Unified Curriculum Frameworks: Culturally Responsive</b></p> <ul style="list-style-type: none"> <li>• Based on knowledge of children and families</li> <li>• Develop and teach culturally relevant expectations</li> <li>• Take the child’s perspective</li> <li>• Examine personal implicit biases and assumptions</li> <li>• Teach and model empathy</li> </ul> <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 24</p>	<p style="text-align: center;"><b>Unified Curriculum Frameworks: Culturally Responsive</b></p> <ul style="list-style-type: none"> <li>• “Establishing positive relationships between the parents (or other caregivers) and their infants/young children; among children with disabilities and their peers; and among professionals working with infants, children, and families is an essential goal of EI/ECSE” (Odom &amp; Wolery, 2003)</li> </ul> <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Building relationships through collaboration is essential for high quality curriculum development and better outcomes for children – with families at the center of all assessment, intervention, planning and progress monitoring activities</p> <p>Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <a href="http://www.dec-spced.org/recommendedpractices">http://www.dec-spced.org/recommendedpractices</a></p> <p>Odom, S. L., &amp; Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidence-based practices. <i>The Journal of Special Education</i></p>
<p>Slide 25</p>	<p style="text-align: center;"><b>Activity</b></p> <p>After watching “<a href="#">Inclusion and Joy</a>” on the next slide, reflect on the following questions;</p> <ul style="list-style-type: none"> <li>• What benefits did you see and hear about as these two teachers discussed the use of their universal and inclusive approach to curriculum in their work?</li> <li>• From the information gleaned from this short video, does the curriculum these teachers use include elements of a unified curriculum framework?</li> </ul> <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p><a href="https://www.draccess.org/videolibrary/InclusionAndJoy">https://www.draccess.org/videolibrary/InclusionAndJoy</a></p> <p><a href="https://vimeo.com/138219969">https://vimeo.com/138219969</a></p>
<p>Slide 26</p>	<p style="text-align: center;"><b>Activity Video: Inclusion and Joy</b></p> <div style="text-align: center;">  </div> <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p><a href="https://vimeo.com/138219969">https://vimeo.com/138219969</a></p>

Slide 27

**Resources and References**

- Bruder, M, B., Catalano, T., Chiarello, L. A., Cox Mitchell, M., Deppe, J., Gundler, D., Kemp, P LeMoine, S., Long, T., Muhlenhaupt, M., Prelock, P., Schefkind, S., Stayton, V., Ziegler, D. E. (2019). [Finding a common lens competencies across professional disciplines providing early intervention](#). *Infants and Young Children*, 32(4), 280-293
- Bruder MB, Ferreira KE. State Early Learning and Development Standards: A Unified Curriculum Framework for All Young Children. *Topics in Early Childhood Special Education*. January 2021. doi:[10.1177/0271121420981130](#)



[https://journals.lww.com/ijournal/Fulltext/2019/10000/Finding\\_a\\_Common\\_Lens\\_Competencies\\_Across.6.aspx](https://journals.lww.com/ijournal/Fulltext/2019/10000/Finding_a_Common_Lens_Competencies_Across.6.aspx)

<https://journals.sagepub.com/doi/10.1177/0271121420981130>

Slide 28

**Resources and References**

- [Connect Modules \(dec-sped.org\)](#)
- Division for Early Childhood (DEC: 2007). [Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation](#)
- Desired Results Access Project: <https://draccess.org/>
- Odom, S. L., & Wolery, M. (2003). [A unified theory of practice in early intervention/early childhood special education: Evidence-based practices](#). *The Journal of Special Education*
- <https://www.cast.org/impact/universal-design-for-learning-udl>



<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-17/>

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PrmtgPositiveOutcomes.pdf>

<https://draccess.org/>

<https://files.eric.ed.gov/fulltext/EJ785946.pdf>

<https://www.cast.org/impact/universal-design-for-learning-udl>