**ECPC Sample Syllabus**

**Early Childhood Inclusion**

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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, is not a complete syllabus, and can be modified.***

**ECPC Sample Syllabus Content:**

**Early Childhood Inclusion**

**Course Description**

This course is designed to help learners gain an understanding of early childhood inclusion and how it can benefit young children. Learners will gain a better understanding of early childhood inclusion, what it is, and why it is recommended. Learners will engage in learning effective practices to promote positive outcomes for young children with disabilities and their families. Topics include an introduction to early childhood inclusion, an overview of the importance of a high-quality early childhood environment, evidence-based techniques for providing specialized instruction, and important considerations relative to collaboration.

**Recommended Texts**

Allen, E., & Edwards Cowdery, G. (2021). *The Exceptional Child: Inclusion in Early Childhood Education, Ninth Edition.* Cengage Learning.

Dinnebeil, L., & McInerney, W. (2011). *A Guide to Itinerant Early Childhood Special Education Services.* Paul H. Brookes Publishing Co.

**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 learning objectives.

Standard 1: Child Development and Early Learning:

Component 1.3 Candidates apply knowledge of biological and environmental factors that may support or constrain children’s early development and learning as they plan and implement early intervention and instruction.

Component 1.4 Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children’s early development and learning, and implications for assessment, curriculum, instruction, and intervention.

Standard 2: Partnering with Families:

2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families’ lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.

2.2 Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

Standard 3: Collaboration and Teaming:

3.1 Candidates 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.

3.2 Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.

Standard 4: Assessment Processes:

4.1 Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.

4.4 Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience:

5.1 Candidates collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.

5.2 Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

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

6.1 Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children’s learning and development across all developmental and academic content domains.

6.2 Candidates 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.

6.3 Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

6.6 Candidates use responsive interactions, interventions, and instruction with sufficient

intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

6.7 Candidates 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.

Standard 7: Professionalism and Ethical Practice:

7.3 Candidates exhibit leadership skills in advocating for improved outcomes for young

children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.

7.4 Candidates practice within ethical and legal policies and procedures.

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

* Define early childhood inclusion.
* Explain the research, law and regulation, and policy supporting inclusive education.
* Describe the difference between inclusion and LRE.
* Describe the different inclusion models.
* Describe the difference between inclusion and mainstreaming.
* Describe the features and challenges of the special education integrated preschool class model.
* Describe the Itinerant Early Childhood Special Education service-delivery model and its’ benefits.
* Describe the benefits of a high-quality early childhood environment.
* Describe the components of a high-quality early childhood environment.
* Describe why advancing equity and countering bias in a high-quality early childhood environment is essential.
* Explain how Universal Design for Learning (UDL) and differentiated instruction impact the general early childhood environment.
* Explain how the Quality Rating and Improvement System (QRIS) identifies quality.
* Explain why children with disabilities require specialized instruction in addition to a high-quality early childhood education.
* Describe the steps involved in identifying specialized instruction.
* Describe how target skills are identified and prioritized.
* Explain the benefits of embedding instructional practices into everyday routines.
* Describe the purpose of a planning matrix.
* Explain why it’s important to monitor both child progress and implementation fidelity.
* Describe the characteristics of high-quality collaboration.
* Explain why engaging in planned and ongoing collaboration with families and educators is essential.
* Explain why it’s essential to collaborate with the general education teacher to determine target skills, instructional practices, and activities to embed instructional practices.
* Describe the disadvantages of the Integrated Special Education Preschool Model and the Inclusion Classroom.
* Identify the dimension of ‘belonging.’
* Explain the alternative to designing classrooms specifically for children with disabilities.

**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 7  Component 7.3 Component 7.4  Standard 2 Component 2.2 | **Introduction to early childhood inclusion**  Allen & Cowdery, 2021  Chapter 1 | Read *Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)* and summarize the three features of inclusion.  [Early Childhood Inclusion (naeyc.org)](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf#:~:text=This%20DEC%2FNAEYC%20joint%20position%20state-%20ment%20offers%20a,key%20components%20of%20high%20quality%20inclu-%20sive%20programs.) |
| 2 | Standard 7  Component 7.3 Component 7.4  Standard 2 Component 2.2 | **Inclusion research, regulation & policy**  Allen & Cowdery, 2021  Chapter 2 | Read the [Brief\_Inclusion\_Fact\_Sheet\_R.pdf (ectacenter.org)](https://ectacenter.org/~pdfs/topics/inclusion/research/Brief_Inclusion_Fact_Sheet_R.pdf) and summarize the research supporting inclusive education.  Read the *U.S. Department of Health and Human Services U.S. Department of Education*  *Policy Statement on Inclusion of Children with Disabilities in*  *Early Childhood Programs* and summarize the requirements supporting inclusion.  [joint-statement-full-text.pdf (ed.gov)](https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf) |
| 3 | Standard 7  Component 7.3  Component 7.4  Standard 2 Component 2.2 | **Inclusion models**  **The difference between mainstreaming and inclusion**  Allen & Cowdery, 2021  Chapter 3 | Read and summarize  [bipartisanpolicy.org/download/?file=/wp-content/uploads/2020/07/CEP-disabilities-inclusion-pullout-070620-FINAL.pdf](https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2020/07/CEP-disabilities-inclusion-pullout-070620-FINAL.pdf).  In writing, compare and contrast inclusion models, identifying benefits or concerns. |
| 4 | Standard 7  Component 7.3 Component 7.4  Standard 2 Component 2.2 | **Itinerant Early Childhood Special Education Services**  Dinnebeil & McInerney, 2011  Chapters 1, 2, & 3 | Watch this [video](https://www.youtube.com/watch?v=a2wJqDw9B68) about early childhood inclusion and itinerant early childhood services and share the benefits of the Itinerant Model.  Capture in writing a response to a family who believes their child would receive “more” in a self-contained classroom designed for children with disabilities. |
| 5 | Standard 5  Component 5.1  Component 5.2  Standard 4 Component 4.1 | **High-quality Early Childhood Environment**   * **Benefits** * **Identifying a High-quality Environment**   Allen & Cowdery, 2021  Chapter 13 | Review [Defining and Recognizing High-Quality Early Learning Programs: NAEYC's 10 Accreditation Standards | NAEYC](https://www.naeyc.org/defining-recognizing-high-quality-early-learning-programs) and summarize the ten standards. |
| 6 | Standard 2  Component 2.1  Component 2.2  Standard 4  Component 4.1 | **Advancing Equity & Removing Bias** | Explore *Start with Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education* and summarize one strategy for each of the 14 priorities.  [14-priorities-equity-121420.pdf](file:///C:\Users\ruthg\OneDrive\Documents\Equity\Start%20with%20Equity-From%20the%20Early%20Years%20to%20the%20Early%20Grades%20Data,%20Research,%20and%20an%20Actionable%20Child%20Equity%20Policy%20Agenda\14-priorities-equity-121420.pdf)  Summarize [Advancing Equity: Position | NAEYC](https://www.naeyc.org/resources/position-statements/equity-position). |
| 7 | Standard 5  Component 5.1  Component 5.2 | **Universal Design for Learning & Differentiating Instruction** | Review the [UDL: The UDL Guidelines (cast.org)](https://udlguidelines.cast.org/)  and take notes on the (3) components.  Read [Creating Inclusive Environments and Learning Experiences for Infants and Toddlers (hhs.gov)](https://childcareta.acf.hhs.gov/sites/default/files/new-occ/resource/files/creating_inclusive_environments_and_learning_experiences_for_infants_and_toddlers.pdf) and identify three considerations. |
| 8 | Standard 7  Component 7.3  Component 7.4 | **Quality Rating and Improvement Systems (QRIS)**  **Indicators of High-Quality Inclusion**  Allen & Cowdery, 2021  Chapter 11 | Explore [About QRIS | QRIS Resource Guide (hhs.gov)](https://ecquality.acf.hhs.gov/about-qris)  and compare the use of QRIS across three states.  Review [ece\_indicators\_of\_high\_quality\_inclusion.pdf](file:///C:\Users\ruthg\OneDrive\Documents\2023%20Resume%20Etc\Contracts\UCONN\Inclusion%20Module\Resources\Inclusion%20Indicators\ece_indicators_of_high_quality_inclusion.pdf) and reflect on the importance of each. |
| 9 | Standard 7  Component 7.3 Component 7.4 | **Specially Designed Instruction** | Explore [Sec. 300.39 Special education - Individuals with Disabilities Education Act](https://sites.ed.gov/idea/regs/b/a/300.39)  and [Sec. 303.13 Early intervention services - Individuals with Disabilities Education Act](https://sites.ed.gov/idea/regs/c/a/303.13) and identify similarities and differences. |
| 10 | Standard 1 Component 1.3  Component 1.4  Standard 6  Component 6.1 | **Identifying Target Skills,**  **Instructional Practices**  Dinnebeil & McInerney, 2011  Chapters 9 | Read [PG\_Ins\_SystematicInstr\_prac\_print\_2017.pdf (ectacenter.org)](https://ectacenter.org/~pdfs/decrp/PG_Ins_SystematicInstr_prac_print_2017.pdf)  and [Systematic Instructional Practices Checklist (ectacenter.org)](https://ectacenter.org/~pdfs/decrp/INS-3_Systematic_Instruction_2018.pdf); watch the embedded video and list in your own words the essential considerations when using systematic instruction practices. |
| 11 | Standard 6  Component 6.3  Standard 6  Component 6.6 | **Embedded Instruction** | Read [PG\_Ins\_EmbeddedInstr\_prac\_print\_2017.pdf (ectacenter.org)](https://ectacenter.org/~pdfs/decrp/PG_Ins_EmbeddedInstr_prac_print_2017.pdf)  and [Embedded Instructional Practices Checklist (ectacenter.org)](https://ectacenter.org/~pdfs/decrp/INS-2_Embedded_Instruction_2018.pdf),  watch the embedded video and list in your own words the essential considerations when embedding instruction. |
| 12 | Standard 6  Component 6.1  Component 6.6  Component 6.7  Standard 4 Component 4.4 | **Implementation Fidelity**  **Progress Monitoring**  Dinnebeil & McInerney, 2011  Chapter 6 |  |
| 13 | Standard 3  Component 3.1  Component 3.2  Standard 2  Component 2.1  Component 2.2 | **Collaborative Teaming**  **Families as Full Team Members**  Allen & Cowdery, 2021  Chapter 9  Dinnebeil & McInerney, 2011  Chapters 4, 5, 7 & 8 | Read [PG\_TC\_HelpingFamiliesBeFullTeamMembers\_prac\_print\_2017.pdf (ectacenter.org)](https://ectacenter.org/~pdfs/decrp/PG_TC_HelpingFamiliesBeFullTeamMembers_prac_print_2017.pdf) and  [Families Are Full Team Members Checklist (ectacenter.org)](https://ectacenter.org/~pdfs/decrp/TC-1_Families_Are_Full_Team_Members_2018.pdf), watch the embedded video and list the essential considerations when working with families in your own words.  Read [Team Members Helping One Another to Learn and Grow (ectacenter.org)](https://ectacenter.org/~pdfs/decrp/PGP_TC3_learngrow_2018.pdf) and  [Collaboration to Learn and Grow Checklist (ectacenter.org)](https://ectacenter.org/~pdfs/decrp/TC-3_Collaboration_Learn_Grow_2018.pdf), watch the embedded video and reflect in writing on the essential considerations when working as a team. |
| 14 | Standard 4  Component 4.4  Standard 6  Component 6.2  Component 6.3 | **Importance of Ongoing Collaboration**  Dinnebeil & McInerney, 2011  Chapter 10 | In your own words, describe why it is critical to engage in ongoing collaboration when determining instructional strategies. |
| 15 | Standard 7  Component 7.3 Component 7.4  Standard 2 Component 2.2 | **Belonging**  **The Future of Inclusion**  Dinnebeil & McInerney, 2011  Chapters 11 & 12 | As a final assignment, develop an article on the importance of participation in high-quality early learning programs with the necessary embedded special education services and supports. |

**Resources**

Resources to supplement the ECPC Sample Syllabus Early Childhood Inclusion.

* Dinnebeil, L., & McInerney, W. (2023). Coaching and Consultation Practices in Early Childhood. Paul H. Brookes Publishing Co.
* [Using Embedded Learning Opportunities in Inclusive Preschool Routines](https://www.dec-sped.org/product-page/using-embedded-learning-opportunities-in-inclusive-preschool-routines)

A DEC Learning Deck Webinar focusing on Embedded learning opportunities.

* [CONNECT Modules](https://connectmodules.dec-sped.org/)

​Free instructional resources “for faculty and other professional development providers that focus on and respond to challenges faced each day by those working with young children and their families in a variety of learning environments and inclusive settings.”

* [NAEYC Individuality and Inclusive Practices for Early Childhood](https://www.naeyc.org/resources/pubs/yc/winter2021/inclusive-practices)

"This cluster of Young Children articles takes up that call by digging deeper into the core consideration of individuality and guidelines related to inclusion and individualized teaching and learning, offering in-depth descriptions of approaches to meet each child where they are.”

* [Indicators of High-Quality Inclusion](https://ectacenter.org/topics/inclusion/indicators.asp)

A group of national partners designed these four sets of indicators to support state leaders, local administrators, and front-line personnel in the early care and education system providing programs and services to children, ages birth through five, and their families.

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

**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* * *Young Children (NAEYC)* * *Topics in Early Childhood Special Education* * *Journal of Early Intervention (DEC)* * *Young Exceptional Children (DEC)* * *Teaching Exceptional Children* | * *International Journal of Early Childhood Special Education* * *Rural Special Education Quarterly* |

**Activities and Assignments**

1. **Use of Research on Program Implementation**

Standard 2: Component 2.2

Standard 7: Component 7.3 Component 7.4

Given the evidence supporting inclusive education, consider past and present experiences you may have encountered in public schools and reflect on how districts may or may not be applying the research when creating programs for children with disabilities. The reflection should be at least 800 words and reference at least five sources.

2. **Supporting Families in Advocating for an Inclusive Education**

Standard 2: Component 2.2

Standard 7: Component 7.3 Component 7.4

Consider a case study of a 35-month-old boy named Devon who is transitioning out of Early Intervention and into Special Education. You will use this case study throughout this course. As only a small amount of information is conveyed in the information below, it will be up to you to fill in the unknown details for the assignments.

**Case Study- Devon**

Devon has a diagnosis of Down Syndrome and has received Early Intervention services in his home and his childcare setting since he was an infant. Devon is a very social child with strong relationships with his parents and siblings. He is motivated to interact with adults and children but doesn’t always know how to initiate interactions. Devon loves listening to and joining in with age-appropriate songs, fingerplays, and familiar books. His receptive language is stronger than his expressive. He responds appropriately to one-step directions and answers yes/no questions by shaking his head. Devon uses many forms of expressing his thoughts and needs, including spoken language, gestures, facial expressions, and simple signs. He engages in all family activities and anticipates familiar routines. He enjoys making choices throughout his day and will indicate dissatisfaction if not allowed to offer his preferences. Devon can sit independently for short periods but often loses his balance. He is beginning to pull up and to stand with support. Devon can finger feed, drink from a cup with a lid, use a spoon, and pull off his socks. He can become frustrated when he cannot take care of his immediate needs, such as when attempting to eat with a fork, take off his coat, or turn on the bathroom faucet.

Devon’s family is excited for him to begin preschool but is confused by the recommendation at his recent IEP meeting. After discussing Devon’s current functioning and developing annual goals and objectives, Devon’s new preschool team proposed a self-contained classroom placement. They stated that due to his many delays, the small class would be the best option for Devon as the small class would provide him with the most service. Devon’s parents were surprised by this recommendation and asked for the IEP meeting to be continued the following week so that they had time to consider the placement. After the meeting, Devon’s parents contacted you as Devon’s Early Intervention provider, who has provided support within Devon’s home and childcare center for the last year and a half. They asked you to assist them in writing an email to the district stating why Devon should continue to attend his childcare center, where he receives the necessary special education and related services.

Write a draft email explaining in at least four paragraphs why Devon should be allowed to continue in the general early education setting with the appropriate embedded services and supports. Ensure to include information about the research, regulations, and benefits of an inclusive education.

**3. Compare and Contrast the Various Early Childhood Special Education (ECSE) Inclusion Models**

Standard 2 Component 2.2

Standard 7: Component 7.3 Component 7.4

Compare and contrast the various inclusion models, including mainstreaming, the integrated classroom, co-teaching, and itinerant service delivery. Additionally, consider how the Itinerant service-delivery model changes the role of the ECSE teacher. The reflection should be at least 800 words and reference at least five sources.

**4. Identifying & Implementing Embedded Learning Opportunities**

Standard 1: Component 1.3 Component 1.4

Standard 6: Component 6.1 Component 6.3 Component 6.6

Using the case study above, create a plan for providing Devon’s special education services embedded into his childcare center's everyday routine and activities. Include all of the following components: Target Skills, Target Skills that require Specially Designed Instruction, Instructional Practices for each, the Activities in which to Embed the Instruction & a simple Planning Matrix to serve as a road map for the general EC teacher. Remember, not all of the necessary information is provided in the case study, so you will need to fill in the necessary gaps regarding how Devon learns and the specific routines in the classroom.

**5. Continuous and Ongoing Collaboration**

Standard 2: Component 2.1 Component 2.2

Standard 3: Component 3.1 Component 3.2

Standard 4: Component 4.4

Standard 6: Component 6.2 Component 6.3

Continuing with the case study above, reflect in no less than 800 words on why it is critical to engage the general EC teacher, family, and other providers in the creation and ongoing monitoring of the Target Skills, Prioritized Target Skills, Instructional Practices, and the Activities in which to Embed Instruction.

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