

Responsive Teaching Professional Institute

Syllabus

This course is offered for professionals who are currently involved in providing early intervention services to young children who have developmental risks or disabilities and their parents. There are four purposes to this course. The first is for participants to become familiar the Developmental/Relational approach to early intervention, particularly related to the research and theoretical foundations for this approach and how this approach compares with other contemporary models of developmental intervention.

The second purpose is to demonstrate how contemporary child development theories can be used to explain the full range of behaviors exhibited by children with disabilities during the early childhood period. Observations and case studies will be used to illustrate the relevance of constructivist principles of cognitive development, communication theories of language development, and attachment, temperament and other developmental social emotional constructs.

The third purpose of this course is for participants to become familiar with the methods and procedures of an evidence-based developmental/relational intervention curriculum called Responsive Teaching. Participants will learn the procedures for using this intervention model with parents to enhance three areas of children's developmental functioning: cognition, communication and social emotional well being.

The fourth purpose is for participants to develop and share their plans for implementing Responsive in a variety of early intervention systems with parents and families from diverse cultural and social economic backgrounds both with children who have disabilities and children with developmental risks.

Required Textbooks

Hirsch-Pasek, K. & Golinkoff, R.M. (2003). *Einstein never used flashcards*. Rodale, New York, NY.

Mahoney, G. & MacDonald, J. (2007). *Autism and developmental delays in young children: The Responsive Teaching curriculum for parents and professionals*. PRO-ED, Austin: TX.

Mahoney, G. & Perales, F. (2005) *Developmental rainbow: Early childhood development profile*. Case Western Reserve University, Cleveland, OH.

| Date | Topic | Assignment |
|-------------|--|---|
| Session 1 | Course Introduction; Theory and Research of Contemporary Developmental Skills Intervention versus Relationship Focus Intervention | ADD pgs. 29-46 |
| Session 2 | Overview of the Responsive Teaching Curriculum | ADD pgs. 1-25 |
| Session 3 | A Constructivist Approach to Cognitive Development for Children with Disabilities | Einstein pgs. 1-60; 205- 268 Rainbow – Cognitive Section |
| Session 4 | The Responsive Teaching Cognitive Curriculum | ADD pgs. 46-49; 169- 215 |
| Session 5 | Considerations for Working with Parents and the Change Process; Intervention Intensity | ADD pgs. 79-109 |
| Session 6 | Social-Emotional Development in Young Children | Einstein pgs. 152-205 Rainbow – Social Emotional |
| Session 7 | The Responsive Teaching Social- Emotional Curriculum | ADD 53-64: 261-327 |
| Session 8 | Communication Theory of Language Development as it Applies to Children with Disabilities | Einstein pgs. 60-126 Rainbow –Language Communication |
| Session 9 | The Responsive Teaching Communication Curriculum | ADD pgs. 49-53; 216-260 |
| Session 10 | Implementing Response Teaching Across Diverse Populations and Settings | Panel Presentations |

Assignments:

Develop a history of a child and an RT session plan. Each report should include the following information:

1. Child's first name
2. Child's chronological age on today's date (in months).
3. Child's current developmental age (based upon informal observations).
4. Child's diagnosis (e.g., Down syndrome, autism, developmental delay, behavior disorders, no diagnosis).
5. Family Structure (parents, others in home, siblings).
6. Child's early intervention history (time in early intervention, time with you, other services child is receiving).
7. Parents' concerns about their child
8. Pivotal behaviors that you will address and why.
9. Obstacles that may hinder family from following through with RT, and how you would address these obstacles
10. RT session plan

** - Hand in classroom assignment. Provide a brief description of a child that you are working with. Develop a communication session plan. Provide the rationale for this plan

** - Hand in classroom assignment. Provide a brief description of a child that you are working with. Develop a social emotional session plan. Provide the rationale for this plan

** - Hand in classroom assignment. Provide a brief description of a child that you are working with. Develop a communication session plan. Provide the rationale for this plan

** . Develop a plan for implementing RT in your agency

- Describe current service delivery model
- How RT could fit into program
- Steps to be taken to implement RT
- Impediments to Using RT

Either write up as a two to three page report or develop a power point presentation. Present this information as part of your panel presentation.