CONNECTing Professional Development to DEC Recommended Practices & Policies

Pam Winton & Chih-Ing Lim
Presentation at 2014 DEC Conference, St. Louis, MO

http://community.fpg.unc.edu
Agenda

What are the 2014 DEC Recommended Practices (RP) and Position Statement on Inclusion and how are they aligned?

What are some professional development resources that support the DEC policy statements?

How might you promote the implementation of the DEC policies through PD?
Context: Focus on Clinical Practice

Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers

Fall, 2010
Context: Early Childhood Teachers are Expected to Use Evidence-Based Practice
However...

• Lack of consensus on definition of EBP

• Issue of how to incorporate EBP into professional development to effectively support early educators.
Evidence-Based Practice is......

identifying specific research-based practices that have been validated through a rigorous review process and integrating the best available research evidence with family & professional wisdom & values.

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006. 
Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005.
2014 DEC Recommended Practices in Early Intervention/Early Childhood Special Education

http://www.dec-sped.org/recommendedpractices
Process for Identifying Recommended Practices

- Experience & Professional Wisdom
- Research-Based Practices
- Field Validation
Parameters for Revised RP

Population: young children, birth-5 (through kindergarten), who have or are at-risk for developmental delays and disabilities; not limited to those eligible for IDEA services (e.g., children with severe challenging behavior)

Build on, but not duplicate, practice guidelines or standards for typical early childhood settings (e.g., developmentally appropriate practice - DAP)

Not disability specific

Supported by research, which may include existing published syntheses

Represent the breadth of each identified topic area

Observable

Can be delivered in all settings including natural/inclusive environments
Eight Topic Areas: 62 Practices

- Leadership
- Assessment
- Environment
- Family
- Instruction
- Interaction
- Teaming & Collaboration
- Transition
Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places—homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion. The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered. However, because inclusion takes many different forms and implementation is influenced by a wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.
... three defining features of inclusion

ACCESS

PARTICIPATION

SUPPORTS
Process for Developing Joint Position Statement on Early Childhood Inclusion

- Commitment of DEC & NAEYC Leadership
- Experience & Professional Wisdom of DEC & NAEYC membership
- Field Validation
How Do We Move from Position Statements to PRACTICE?

It’s just some pieces of paper
One key factor: Professional Development

Faculty and PD Providers are Expected to Incorporate EBP into their Work
 CONNECTing DEC Policies with Professional Development

- Align each key feature of inclusion with DEC Recommended Practices
- Share related professional development resources
Aligning DEC Joint Position Statement on Inclusion with DEC Recommended Practice Topics and PD Resources


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<th>Essential Feature of Inclusion</th>
<th>DEC Recommended Practice Topics</th>
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<td>CONNECT Module 5: Assistive Technology: <a href="http://community.dec.org/decconnect/module5/">http://community.dec.org/decconnect/module5/</a></td>
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Quality Inclusive Practices: Resources and Landing Pads

Author(s) or Presenter(s): NPDCI
Publication Date: October, 2012

NPDCI has developed a document, Research Synthesis Points on Quality Inclusive Practices that provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. These practices are organized into three major sections corresponding to the defining features of high quality early childhood inclusion as described in 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).

Locate resources to support inclusion through the use of these evidence-based practices at the links provided below. Resources are organized into 4 sections: Why Do It? (the evidence-base), Read About It (books, chapters, and articles), See For Yourself (videos and demonstrations), and Find It Online (websites with additional resources). The resources provided are only a sampling of the resources available on these practices.

Practices that Support Access
  - Universal Design (UD)/Universal Design for Learning (UDL)
  - Assistive Technology (AT)

Practices that Support Participation
  - Embedded Instruction and Other Naturalistic Interventions
  - Scaffolding Strategies
  - Tiered Models of Instruction/Intervention

Practices Relating to Systems-Level Supports
  - Professional Development (PD)
  - Models of Collaboration
COMMENTS/QUESTIONS?
Defining Feature of Inclusion

**Access** – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.
2014 DEC Recommended Practices that Support ACCESS

Assessment (A 1-11)
Environment (E 1-6)
“aspects of the space, materials, equipment, routines and activities that practitioners and families can intentionally alter to support each child’s learning across developmental domains.” (2014, p. 6)
E4. Practitioners work with families and other adults to identify each child’s needs for assistive technology to promote access to and participation in learning experiences.
Connect

NPDCI

Frank Porter Graham Child Development Institute

Why Do It?


Read All About It


See for Yourself

- CONNECT Module 5: Assistive Technology http://community.fpg.unc.edu/connect-modules/learners/module-5
- Family Center on Technology and Disability (presentations) http://www.fctd.info/powerpoints

Find It Online

- AT for infants/toddlers http://www.scoe.net/seeds/resources/at/atInfants.h
- AT for preschool http://www.scoe.net/seeds/resources/at/atPreschoo

Assistive Technology (AT)

AT interventions involve a range of strategies to promote a child’s access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment. Combining AT with effective teaching promotes the child’s participation in learning and relating to others.

This landing pad highlights research, policies, and position statements (Why Do It?), print materials (Read All About It), videos and DVDs (See for Yourself), and web resources (Find It Online) to support the acquisition and application of information related to this evidence-based practice.
NPDCI Resource Sheets

**Assistive Technology (AT)**

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<td>• Use of Assistive Technology in Early Intervention (webinar) <a href="http://www.aucd.org/template/event.cfm?event_id=2825&amp;pid=740&amp;parent=740">http://www.aucd.org/template/event.cfm?event_id=2825&amp;pid=740&amp;parent=740</a></td>
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<td>• Assistive technology for infants, toddlers, and young children <a href="http://www.nectac.org/topics/atech/atech.asp">http://www.nectac.org/topics/atech/atech.asp</a></td>
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<td>• Early Childhood and Assistive Technology (PowerPoint presentation) <a href="http://www.fctd.info/powerpoints">http://www.fctd.info/powerpoints</a></td>
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<td>• Supporting Early Education Delivery Systems (AT for Infants/Toddlers, AT for Preschool, Training Modules, AT Toolkit) <a href="http://www.scoe.net/seeds/resources/at/at.html">http://www.scoe.net/seeds/resources/at/at.html</a></td>
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**Assistive Technology**

Supporting the Participation of Children with Disabilities

Sarah A. Mulligan

Technology can engage, entertain, and delight young children in ways unheard of as recently as a few years ago. Assistive technology opens the door to learning for many children with disabilities and other special needs. When a child has significant developmental challenges, technology may be the only avenue to express ideas, play with a toy, or demonstrate understanding of developmental concepts. Technology is a powerful tool that can help children be more independent, participate in games and other activities with peers, and communicate preferences. But it is not magic.

Assistive technology refers to both high- and low-tech tools that allow people of all ages to be more independent. For young children with disabilities, technology offers a wide range of equipment to support participation and learning. Some devices—voice synthesizers, braille readers, switch-activated toys, and computers—are truly high tech, but many simple, low-tech tools are equally valuable in the early childhood classroom. For example, special handles on utensils and paint brushes, or a handle attached to a stuffed animal, allow a child to grasp without help. Pillows and bolsters make it easy to interact with peers during circle time. Even spoons and forks with short handles or a stool to help a child reach the sink are examples of assistive technology because they do in fact enable the child to do something that would be harder (if not impossible) without help. Such low-tech aids help children with special needs navigate the early childhood environment.

Using technology to help a child with a disability may not be as simple as placing a stool in front of the sink, however. We must consider the level of technology necessary for the child to fully participate, what
See For Yourself

From CONNECT Module 5
Find It Online

Tots-n-Tech Research Institute
Pair and Share

Who could benefit from knowing more about DEC practices that increase ACCESS for young children with disabilities?

How could these resources help you to share or use information about DEC RP related to ACCESS?
**Participation** – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.
DEC Recommended Practices that Support PARTICIPATION

Instruction (INS 1-13)
Interaction (INT 1-5)
DEC Instructional practices are....

“intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others.” (2014, p. 9)
INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.
Read About It

Blended Practices for Teaching Young Children in Inclusive Settings

UNC FPG CHILD DEVELOPMENT INSTITUTE
See for Yourself

From CONNECT Module 1
Pair and Share

Who could benefit from knowing more about DEC practices that increase PARTICIPATION for young children with disabilities?

How could these resources help you to share or use information about DEC RP related to PARTICIPATION?
Teacher’s Perspective: What makes ACCESS and PARTICIPATION possible?

Teacher’s Perspective (Jackie)

Family’s Perspective (Christine)
What support does Jackie need for inclusion to work?
Defining Feature of Inclusion

Supports – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.
DEC Recommended Practices that Support Supports

Family (F 1-10)
Teaming & Collaboration (TC 1-5)
Transition (TR 1-2)
Leadership (L 1-14)
L9. Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.
CONNECT Modules
Professional Development focused on
Inclusion Practices

Evidence-Based Inclusion Practices
Innovation: An Approach for Incorporating EBP into PD

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation

5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions
Our Target Audience

• 2-year and 4-year college faculty

• Other professional development providers (e.g., trainers, TA specialists, coaches)
Module 1: Embedded Interventions
Module 2: Transition
Module 3: Communication for Collaboration
Module 4: Family-Professional Partnerships
Module 5: Assistive Technology Interventions
Module 6: Dialogic Reading
Module 7: Tiered Instruction (Social emotional development & Academic learning)
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## Alining CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

### Module 1: Embedded Interventions

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<th>NAEYC Core Standards (for Initial and Advanced Early Childhood Preparation Programs)</th>
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<th>Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)</th>
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<td>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 4b: Knowing and understanding effective strategies and tools for early education.</td>
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<td><strong>NAEYC Standard 6:</strong> Becoming a Professional 6c: Engaging in continuous, collaborative learning to inform practice reflection, and critical perspectives on early education.</td>
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| **CEC/DEC Standard 1:** Foundations — Know philosophies, evidence-based principles, laws, and diverse and historical points of view. |
| **CEC/DEC Standard 2:** Individual Learning Differences — Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments. |
| **CEC/DEC Standard 3:** Instructional Strategies — Develop and match learning experiences and strategies to characteristics of infants and young children. |
| **CEC/DEC Standard 4:** Instructional Strategies — Process and use a repertoire of evidence-based instructional strategies that promote the success of children. |

- **EC31:** Develop, implement, and evaluate learning experiences and strategies to characteristics of infants and young children.
- **EC32:** Develop and match learning experiences and strategies to characteristics of infants and young children.

| **EC41:** Plan, implement, and evaluate developmentally appropriate curriculum, instruction, and adaptations based on knowledge of individual children, the family, and the community. |
| **EC42:** Facilitate child-initiated development and learning. |

- **CEC/DEC Standard 5:** Learning Environments and Social Interactions — Activity creates learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement. |
  - **EC51:** Design learning environments that encourage active participation in individual and group activities. |
  - **EC52:** Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments. |
  - **EC53:** Organize learning opportunities in everyday routines, relationships, activities, and places. |
  - **EC54:** Structure social environments using peer models, and promote skills and competencies in young children. |

- **CEC/DEC Standard 6:** Language — Understand typical and atypical language development and individualized strategies to enhance language and communication skills. |
  - **EC61:** Use strategies to support and enhance communication skills of individuals with exceptional learning needs. |
  - **EC62:** Use strategies to support and enhance communication skills of individuals with exceptional learning needs. |

- **CEC/DEC Standard 7:** Instructional Planning — Develop long- and short-range goals. |
  - **EC71:** Develop instructional plans that support development and learning as well as caregiver responsiveness. |
  - **EC72:** Develop individualized plans that support the child’s independent functioning in the child’s natural environments. |

- **CEC/DEC Standard 8:** Professional and Ethical Practice |
  - **EC81:** Professional commitment to engage in evidence-based practices. |
  - **EC82:** Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds. |
Instructor Supports

Getting Started?

New to CONNECT Modules? View a short 4-minute video to learn about CONNECT's evidence-based practice approach to professional development.

View Video

Tour This Site

Video tutorials, which are quick guided tours of the CONNECT Modules site, will introduce you to the site, how to use it, and where to look for information.

View Quick Tours

Join the Conversation

Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using the modules.

Join Discussions

Module Resources for Instructors

- Textbooks that align with CONNECT Modules
- Courses in which faculty have embedded CONNECT Modules
- Overview of CONNECT Module Development, Design, Evaluation and Implementation
- Personnel Preparation Standards & CONNECT Modules
- Brief descriptions of the CONNECT Modules

Need Help?

Contact us directly at connect@uwea.org or post your questions on the Online chat.

Tips and Techniques>

Frequently Asked Questions>

Tell Us What You Think

Take a brief survey to let us know about your experience using the CONNECT Modules website.

Take the Survey
For Instructors

Dashboards are instructor homepages for each module. They contain links to all learner materials as well as instructor materials, including activity guides, personnel preparation standards, OSEP indicators and outcomes, and downloadable versions of videos and audio clips.

Module 1: Embedded Interventions

Module 1 focuses on the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Module 2: Transition

Module 2 focuses on practices to help support children and families as they transition among programs in the early care and education system.

Module 3: Communication for Collaboration

Module 3 focuses on communication practices that can be used to promote collaboration with professionals and families in early care and education, and intervention settings.

Module 4: Family-Professional Partnerships

Module 4 focuses on practices related to building trusting family-professional partnerships when working with families of young children.
In this module, learners watch videos portraying the real world dilemma of how a father and teacher work together to develop a trusting partnership. Learners are asked to describe the dilemma in an activity following the videos.
The Resource Library allows you to browse through all of the learner module resources consisting of documents and media files. You can search by keywords (age, content area, etc.) for specific resources using the Keyword Search. Use the Guided Search to search for resources by module, step within the module, or tags. Both searches return results that allow for advanced search options found in the right column of the Resource Library page.

**Keyword search**

Enter your search terms here and select your search options. Then click Search.

**Guided search**

Click a term to initiate a search.

**Resource Type**

- Activity (77)
- Video (52)
- Handout (56)
- Audio (38)

**Module**

- Module 1: Embedded Interventions (55)
- Module 2: Transition (40)
- Module 3: Communication for Collaboration (29)
- Module 4: Family-Professional Partnerships (36)
- Module 5: Assistive Technology Interventions (38)
- Module 6: Dialogic Reading Practices (34)

**Module Step**

- Step 1: Dilemma (17)
- Step 2: Question (7)
- Step 3: Evidence (144)
- Step 4: Decision (47)
- Step 5: Evaluation (11)

**Tags**

- family (60)
- embedded interventions (54)
- collaboration (53)
- communication (53)
- age 3-8 (46)
- center-based (39)
- transition (38)
- planning and facilitation tools (24)
- partnership-oriented practices (23)
- peer support (17)
- home-based (15)
- research (15)
- age 0-3 (14)
- policy (12)
Coming Soon: CONNECT Online Courses

WOW! Self-paced and self-guided plus my teachers can earn CEU or training credits too!
Also Available: Foundations of Early Childhood Inclusion - Training Curriculum for Professional Development Providers

Children's rights: under the Americans with Disabilities Act (ADA), 1990, include the following:
(Source: Child Care Law Center, 2003, http://www.childlaw.org)
- Children with disabilities are entitled to equal access to all early childhood (Head Start and preschool programs) and child care facilities (center-based and family child care).
- Programs cannot create arbitrary standards that discriminate against or screen out children with disabilities.
- Programs must make reasonable accommodations on an individual basis to allow everyone to participate in the services and opportunities offered.

Parents' rights: under Individuals with Disabilities Education Improvement Act (IDEA) include the following: (Source: National Dissemination Center for Children with Disabilities, 2010, http://idsea.edu)
- Parents have meaningful opportunities to participate in all decisions made about their children's education and services.
- Parents are guaranteed certain procedural safeguards that protect their rights and provide a mechanism to resolve any disputes about services or programs. These safeguards include:
  - Complete explanations of all the procedural safeguards available under IDEA and the procedures in the state for presenting complaints.
  - Confidentiality and the right of parents to inspect and receive the educational records of their child. The right of parents to participate in meetings related to the identification, evaluation, and placement of their child.
  - The right of parents to obtain an independent educational evaluation (IEE) of their child.
  - The right of parents to receive “prior written notice” on matters relating to the identification, evaluation, or placement of their child, including the right to object to or refuse to consent before the school may take certain actions with respect to their child.
  - The right of parents to disagree with decisions made by the school and access to IDEA's mechanisms for resolving disputes, including the right to appeal determinations.
Stay CONNECTed

- Find session handouts: http://community.fpg.unc.edu
- http://www.dec-sped.org/recommendedpractices
Thank You