



Infused Calendar

Child Guidance

Three Overarching Resources for the Course:

1. TECHNICAL ASSISTANCE CENTER ON SOCIAL EMOTIONAL INTERVENTION FOR YOUNG CHILDREN (TACSEI)

<http://challengingbehavior.fmhi.usf.edu/index.htm>

TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help educators, caregivers, and service providers apply these best practices in the work they do every day.

2. CONNECT MODULE 7: TIERED INSTRUCTION

<http://community.fpg.unc.edu/connect-modules/learners/module-7>

This module provides resources for effective tiered instruction related to social emotional development and academic learning for use with young children in early care and education programs.

3. CENTER ON THE SOCIAL AND EMOTIONAL FOUNDATIONS FOR EARLY LEARNING (CSEFEL)

<http://csefel.vanderbilt.edu>

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. On the left-hand side of the Homepage, Under Resources by Type, click on Practical Strategies to find Scripted Stories for Social Situations, Tools for Working on “Building Relationships,” Book List, Book Nook, Teaching Social Emotional Skills, and Tools for Developing Behavior Support Plans.



Topic Resources:

Topic: *Why Guidance Matters*

Resource: [How Parenting Affects Your Child's Brain](#)

Resource Description: In this 9:22 min. video, Child and Family Therapist Jennifer Kolari explains how positive parenting stimulates the production of oxytocin in a child's brain and how that benefits the child and the parents.

Activity: Scholars will apply the parent skills introduced in this video to teacher practices in early childhood settings.

Topic: *Historical Perspectives and Guidance Theories*

Resource: [TEDx Talks – Terrie Rose – From the Baby's Point of View](#)

Resource Description: In this 18:11 video Terrie Rose explains how toxic stress influences the abilities of babies to form relationships, manage emotions, and learn, with lifelong consequences. She shares a holistic understanding of mental health and the pathway for success.

Resource: [InBrief: The Science of Neglect](#)

Resource Description: In this 5:57 minute video from The Center on the Developing Child at the Harvard University, information is shared related to extensive biological and developmental research showing that significant neglect—the ongoing disruption or significant absence of caregiver responsiveness—can cause more lasting harm to a young child's development than overt physical abuse, including subsequent cognitive delays, impairments in executive functioning, and disruptions of the body's stress response. This edition of the InBrief series explains why significant deprivation is so harmful in the earliest years of life and why effective interventions are likely to pay significant dividends in better long-term outcomes in learning, health, and parenting of the next generation

Activity: Scholars will discuss how we as a nation can prevent toxic stress and neglect in the lives of children. Scholars might want to include the roles of pediatricians, Head Start programs, federal and state agencies, faith-based programs, universities, and teachers among others in using innovative practice in addressing toxic stress and neglect.



Topic Resources continued:

Topic: *Understanding Children's Behavior*

Resource: [Empathy](#)

Resource Description: This 2:14 minute video describes three forms of empathy: proximal, altruistic and self-corrective. It also describes how each age group develops empathy and gives suggestions for ways to promote empathy in young children.

Activity: Scholars will discuss how teachers can promote empathy with children from 0 to age 2 years, and ages 3 to 5 years. They will respond to this quote: "Humans are social creatures, and even subtle changes in children's social environments can make them more aware of their connection to the group. Teachers can build empathy in many ways, such as posting class photographs, talking about group projects, and reminding children that they are all members of a caring group of friends."

Topic: *How to Observe Young Children*

Resource: [Observing Young Children](#)

Resource Description: In this 7:20 minute video, Dr. Sudha Swaminathan of Eastern Connecticut State University discusses various types of observations in the early childhood classroom and how to plan observations to get the most useful results. Four early childhood teachers also describe their use of formal and informal observation strategies to identify the individual strengths and needs of children and to plan instruction.

Activity: Scholars review the way a teacher used observation in the video to provide intervention for a child who is very good at the computer but whose social actions are a little delayed. They discuss the outcome of her intervention. Scholars provide examples of how they will preplan observations with specific goals in mind, observe to facilitate children's growth, observe to develop and modify instructional goals, and observe to formally assess children.



Topic Resources continued:

Topic: *Serving Culturally Diverse Children & Families*

Resource: [Culturally Sensitive Child Care](#)

Resource Description: In this 3:59 minute video, 10 tips that aid in providing culturally sensitive care in a child care setting are presented.

Activity: Scholars discuss how challenging behavior and culture are connected. They respond to this quote: “Challenging behavior is often a child’s way of letting us know that he doesn’t feel valued or recognized. We all have a culture and we bring our cultural values and beliefs with us wherever we go. In order to effectively teach every child Directors need to understand how their educators’ cultures influence their teaching styles and program and ensure that they recognize and value the skills that the children have acquired in order to become competent citizens of their own culture.”

[Retrieved from [Challenging Behavior and Culture-A Connection. Creating Culturally Respectful ECE Environments](#)]

Topic: *Understanding Children with Ability Differences*

Resource: [How Do You Help Children with Autism Gain Better Social Skills](#)

Resource Description: In this 1:14 minute video, Linda Hodgdon introduces ways teachers would instruct or prompt skills related to interacting with others, play, communication, and demonstrating appropriate behavior.

Activity: After showing this video, scholars provide examples for how they would teach or prompt any of the skills mentioned by Linda Hodgdon when working with children on the autism spectrum. Scholars specify how they will teach in a concrete, systematic, repetitive manner. Scholars may also want to discuss how they will share with parents the how and why of what they are teaching.

Topic: *Designing Developmentally Appropriate Environments Inside and Out*

Resource: [Creating an Environment](#): CONNECT MODULE 7: Video 7.9

Resource Description: This 1:59 minute video shows an example of a classroom environment and how it is organized and arranged to help children feel connected and safe.

Resource: [Promoting Opportunities to Connect with Others](#): CONNECT Module 7: Video 7.8

Resource Description: This 2:20 minute video shows examples of classroom environments and how they are organized and arranged to help children feel connected and safe.

Activity: After watching the two videos scholars complete [Describe How the Environment Helps Children Feel Protected and Safe: CONNECT Module 7: Activity 7.5a](#).



Topic Resources continued:

Topic: *Building Positive Relationships through Positive Communication*

Resource: In the Classroom: Leah Asking a Friend to Play

http://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/05_individualizing/video/c02_Leah%20Asking%20Myree%20to%20Play_.flv.html

Resource Description: This is a 44 second video from the Head Start Center on Inclusion video series showing a teacher facilitating a child asking a friend to play with another child.

Resource: [Carol Gray Speaks about Autism](#)

Resource Description: In this 2:28 minute video, Carol Gray, creator of "Social Stories" speaks about teaching social skills to children with autism spectrum disorder. The video is a clip from the DVD [Autistic-Like: Graham's Story](#). This DVD may be purchased for \$19.95 and won the Brilliant Light Film Festival Best Documentary Short in 2009.

Resource: [Carol Gray: What are Social Stories?](#)

Resource Description: In this 4:11 minute video, Carol Gray, developer of the world-renowned, evidence-based "Social Stories(TM)" teaching strategy, describes this valuable tool and provides important information for the parents and professionals who wish to use Social Stories to increase social understanding and effectiveness. More information is available at www.thegraycenter.org.

Activity: Using time and money as their focus, scholars will discuss the differences between scaffolding skills needed to ask a peer to play and the use of social stories to build skills needed to ask a peer to play.



Topic Resources continued:

Topic: *Fundamental Causes of Misbehavior*

Resource: Preschoolers and Discipline

Resource Description: In this 9:49 minute video, Barbara Coloroso shares tips with two parents of preschoolers. Additional tips and resources may be retrieved from her website at <http://kidsareworthit.com/Handouts.html>.

Activity: Have scholars visit the [Kids are Worth It](http://kidsareworthit.com) website and share one resource they found helpful in developing the social skills of young children.

Topic: *Effective Guidance Interventions*

Resource: [Technical Assistance Center on Social Emotional Intervention: Meet Brendon](#)

Resource Description: This is a case study of Brendan, a three year old with some challenging behaviors who benefitted from the process of Positive Behavior Support. The most important tool here is [Brendan's Support Plan](#).

Activity: Scholars watch [I Am EC-PBIS](#) and note the examples speakers provide related to building a positive relationship, helping children communicate, and providing strategies to children to help them calm down. They then discuss the examples of helping Brendan communicate that are on his support plan.

Topic: *Mistaken Goals, Motivation, and Mindfulness*

Resource: ABA Autism Training

[Chapter 1 – Discrete Trial](#)

[Chapter 2 – Reinforcement](#)

[Chapter 3 – Prompting](#)

[Chapter 4 – Generalization](#)

[Chapter 5 – Incidental Teaching](#)

Resource Description: The Autism Intervention Training Video Series was designed for individuals in the beginning stages of learning how to conduct Applied Behavioral Analysis with children with Autism Spectrum Disorders. It is a series of videos demonstrating 5 of the key techniques needed for successful intervention. The videos are intended to be a learning tool, used in conjunction with textbook, classroom and/or practice-based learning. Each video is short enough to be shown during class time with time left over for the instructor to cover the topics in more detail during lecture.

Activity: Scholars watch [Introduction to Applied Behavior Analysis \(ABA\)](#) and discuss the advantages and disadvantages of using this intervention.



All DEC Recommended Practices for Leaders

- L.1** Leaders create a culture and a climate in which practitioners feel a sense of belonging and want to support the organization's mission and goals.
- L.2.** Leaders promote adherence to and model the DEC Code of Ethics, DEC Position Statements and Papers, and the DEC Recommended Practices.
- L.3.** Leaders develop and implement policies, structures, and practices that promote shared decision making with practitioners and families.
- L.4.** Leaders belong to professional association(s) and engage in ongoing evidence-based professional development.
- L.5.** Leaders advocate for policies and resources that promote the implementation of the DEC Position Statements and Papers and the DEC Recommended Practices.
- L.6.** Leaders establish partnerships across levels (state to local) and with their counterparts in other systems and agencies to create coordinated and inclusive systems of services and supports.

All DEC Recommended Practices for Assessment

- A1.** Practitioners work with the family to identify family preferences for assessment processes.
- A2.** Practitioners work as a team with the family and other professionals to gather assessment information.
- A3.** Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.
- A4.** Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.
- A5.** Practitioners conduct assessments in the child's dominant language and in additional languages if the child is learning more than one language.



A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life.

A7. Practitioners obtain information about the child’s skills in daily activities, routines, and environments such as home, center, and community.

A8. Practitioners use clinical reasoning in addition to assessment results to identify the child’s current levels of functioning and to determine the child’s eligibility and plan for instruction.

A9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child’s progress to revise instruction as needed.

A10. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.

A11. Practitioners report assessment results so that they are understandable and useful to families.

All DEC Recommended Practices for Environment:

E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.

E2. Practitioners consider Universal Design for Learning principles to create accessible environments.

E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.

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.

E5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child’s access to and participation in learning experiences.



E6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.

All DEC Recommended Resources for Family

F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.

F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.

F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.

F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.

F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.

F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.

All DEC Practices for Team Collaboration

TC1. Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.

TC2. Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.

TC3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.



TC4. Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs.

TC5. Practitioners and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs.

All DEC Recommended Practices for Instruction

INS1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.

INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.

INS3. Practitioners gather and use data to inform decisions about individualized instruction.

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.

INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.

INS7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.

INS8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.

INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.



INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning or the level of support needed by the family to achieve the child’s outcomes or goals.

INS11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.

INS12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.

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.

DEC Recommended Practices for Interaction

INT1. Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.

INT2. Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.

INT3. Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child’s verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests.

INT4. Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child’s exploration, play, and social activity by joining in and expanding on the child’s focus, actions, and intent.

DEC Recommended Practices for Transition



TR1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.

TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.

INT5. Practitioners promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation.

PROJECT ACCEPT Standard Topics and Focus Items

- 1.0 Know and share the laws, policies, procedures and ethical principles that support and protect children birth to 5 with disabilities.
 - 1.1 Share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders.
 - 1.2 Use federal, state and local policies for confidential communication about early intervention team practices.
 - 1.3 Indicate knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities.
- 2.0 Develop and use instructional strategies to meet the needs of individual learners.
 - 2.1 Implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children birth to 5 under the guidance of the lead teacher.
 - 2.2 Demonstrate knowledge of the etiology, characteristics, and educational implications of categories of disability under IDEA.
 - 2.3 Demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations.
- 3.0 Build skills to promote child development and learning and lead to life and school success.



- 3.1 Support early cognitive skills including oral communication and early literacy skills.
- 3.2 Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.
- 3.3 Embed learning opportunities in everyday routines, relationships, activities, and places.
- 4.0 Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts.
 - 4.1 Promote child development and learning through varied delivery of instruction
 - 4.2 Increase the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities).
 - 4.3 Promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher.)
- 5.0 Use assessment data from multiple sources to create, modify and adapt a safe learning environment that promotes the achievement of all learners.
 - 5.1 Collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.)
 - 5.2 Collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.
 - 5.3 Collect information under the guidance of the lead teacher on effectiveness of activities and lessons.
- 6.0 Build student skills to promote successful social interactions.



- 6.1 Promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings).
- 6.2 Develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human right of children with disabilities.
- 6.3 Support children birth to 5 in their use of augmentative and alternative communication skills and other assistive technology as determined by the lead teacher and early intervention team.
- 7.0 Build child, family and community relationships that promote child development and learning.
- 7.1 Provide support to families so that they can implement health, nutrition and safety practices and procedures for children birth to 5 with exceptional needs.
- 7.2 Demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals and early intervention team members.
- 7.3 Provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.
- 8.0 Engage in professional and ethical practice at all times.
- 8.1 Maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.
- 8.2 Participate as a team member to enhance communication and problem-solving.
- 8.3 Assist families in accessing information and resources.