

Infused Calendar
Curriculum Planning

Topic	Resource	Resource Description	Activity
<i>Defining Developmentally Appropriate Practice</i>	Division for Early Childhood. (2014). DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014	This 2014 version is the most current document.	Recommended practices are listed in eight topic areas in the most recent DEC document. Have your scholars develop a list of examples for recommended practices in at least one topic area.
	Professional Development Program Rockefeller College, University of Albany, State University of New York Early Childhood Education and Training Program	Hundreds of short videos are found at this site under the topics Administration and Management with a Focus on Child Day Care Regulations, Learning Materials, Teaching Strategies, Physical Development, Child Development, Play, Planning/Program Development, Field Trips, Relationships, Child Abuse and Maltreatment, Effective Listening and Guidance, Bullying, Environmental Hazards, Literacy, Music, Sudden Infant Death Syndrome, Art, The Brain, Media, Regulations and Licensing, Health and Nutrition, Creating a Safe Program, Safety, Emergency Preparedness, and Training.	(Step A) Scholars go to the DEC Recommended Practices . (Step B) Scholars scroll down to page 11, Recommended Practices Supporting INSTRUCTION (IN). (Step C) Scholars read and discuss Recommended Practice INS6. (Step D) Scholars go to the University of Albany Early Childhood Education and Training Program Website (Step E) Scholars scroll down to Teaching Strategies videos. After reviewing these videos, scholars will discuss how they build skills for implementing DEC Recommended Practice INS6.

Topic	Resource	Resource Description	Activity
<p><i>Understanding Play: Its Importance in Developmentally Appropriate Practice</i></p>	<p>Division for Early Childhood. (2014). DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014</p>	<p>This 2014 version is the most current document.</p>	<p>Have scholars pinpoint the DEC practice that refers to play.</p> <p>Answer: INT4 on page 13 of document retrieved from http://www.dec-sped.org/recommendedpractices: <i>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.</i></p>
<p><i>Understanding Play: Its Importance in Developmentally Appropriate Practice</i></p>	<p>Accommodating All Children in the Early Childhood Classroom</p>	<p>This is an article on the Head Start website in the section on Quality Teaching and Learning. It provides modifications a teacher can make to instructional conditions based on student need.</p>	<p>Scholars provide their own examples for different modifications mentioned in this article.</p>
<p><i>Understanding Play: Its Importance in Developmentally Appropriate Practice</i></p>	<p>How One Man's Trip to Toys 'R' Us Brought Mobility to Hundreds of Disabled Kids</p>	<p>This 4:50 minute video describes how one teacher helped children with physical disabilities become more mobile.</p>	<p>Scholars share ideas they have for modifying the environment so that children with physical disabilities can become engaged in and leaders of activities in their early childhood settings.</p> <p>Have scholars visit the website NationSwell which produced this video and discuss how organizations like NationSwell support the independence of children with disabilities.</p>

Topic	Resource	Resource Description	Activity
<p><i>Planning for Developmentally Appropriate Curriculum</i></p>	<p>A Checklist for Early Childhood Curriculum</p> <p>Learning Environments and Curriculum</p> <p>Introduction to UDL</p> <p>UDL Classroom</p>	<p>Selecting or developing a curriculum is an essential part of defining and organizing quality educational experiences for young children. This checklist offered on the Head Start website may be used to evaluate and select a curriculum that meets the needs of children and families enrolled in Head Start.</p> <p>This 26:21 minute video from the California Early Childhood Educator series addresses curriculum and curriculum planning; environments, schedules, and routines, and strategies to support learning and development.</p> <p>In this 1:57 video, Center Director David Rose tells the story of how the concept Universal Design for Learning was created.</p> <p>In this 1:45 minute video, scholars view UDL in action in an elementary classroom.</p>	<p>Scholars discuss items on this checklist in terms of whether or not they apply to ALL children.</p> <p>Using the <i>Checklist for Early Childhood Curriculum</i>, scholars discuss what they observe during activities in this video.</p> <p>After watching these two videos, scholars discuss the differences between Universal Design and accommodation. Then they view Using Technology to Foster Universal Design a 1:50 minute video that presents the differences between the two. The main difference is that Universal Design takes place before and/or during the creation process. Once you've gone through the process of universal design, accommodations may not be necessary as planning has included the needs of all.</p>

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<i>A Consideration of Various Curriculum Models</i>	24 Children with Special Needs: Montessori Philosophy for Heads of Schools	This 3:26 minute video presents a teacher describing why Montessori is good for children with special needs.	I found this resource by going to Youtube and typing in “Montessori and disability.” After watching this video, scholars do this with each curriculum mentioned in the text. Videos they might find include: Principles and Practices: Bank Street in Action Why Waldorf? Getting to Know High Scope’s Preschool Curriculum Camden City Public Schools on the Creative Curriculum for Preschool and Teaching Strategies GOLD Stanislaus County Head Start on the Creative Curriculum for Preschool
<i>Developmentally Appropriate Physical Environments for Infants</i>	Zero to Three Search Engine Supporting Babies Through QRIS	The website Zero to Three is mentioned at the end of this chapter as a helpful website and all scholars planning to work with children 0-3 should be familiar with it. It has newly added videos and podcasts related to infant development. Scholars may also type “developmentally appropriate physical environments for infants” into the search engine. One resource I found doing this is Supporting Babies Through QRIS .	Scholars discuss how information on page 10 of Supporting Babies through QRIS relates to developmentally appropriate physical environments for infants.

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<i>Developmentally Appropriate Physical Environment for Toddlers</i>	Promoting the Inclusion of Infants and Young Children in Child Care Tots-n-Tech Using AT to Promote Literacy in Infants and Toddlers http://tnt.asu.edu/files/Dec2012Newsletters.pdf	The purpose of this module and this article is to help scholars learn about types of environmental adaptations and how to create adaptations for infants and young children. In Promoting the Inclusion of Infants and Young Children in Child Care , information related specifically to environmental adaptations starts on page 7.	Scholars discuss the low and high tech adaptations they have seen used in any environment. How did they support autonomy, freedom, movement, skill practice, exploration, and transitions?
<i>Developmentally Appropriate Physical Environment for Preschoolers</i>	Inclusion Learning Environments and Curriculum	This video shows how The Coralwood School in Decatur, Georgia meets the needs of all students in an inclusion model preschool and provides many of its therapies in the classroom. This video introduced for Chapter 3 also applies to Chapter 7.	After watching these videos scholars relate what they learned to this quote: “Vygotsky helps explain how others in the environment-both peers and adults-support learning for young children. In the context of social interaction, preschool children refine old ideas and add new ones. Scaffolding by more experienced playmates or helpful adults helps children achieve a level of action, thought, or problem solving that would not be possible without the assistance of others. Three- through five-year olds learn through such interaction with others.”

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<i>Developmentally Appropriate Physical Environments for Primary-Age Children</i>	Engaging Students Early On	This 9:46 minute video describes and shows clips from the Henderson School in Boston. I've visited the school and it is truly an inclusive school. The problem I have with this video is that Henderson serves students with all disabilities, from mild to severe, not just students with learning disabilities. They also have two preschool classrooms not shown in this video.	As scholars watch the video, they write down the examples they see of accessibility, participation, and supports.
<i>Developmentally Appropriate Social/Emotional Environments for Infants</i>	Infants & Toddlers and Their Emotions	This 2:17 minute video provides a good example of promoting social/emotional development for infants and toddlers.	Scholars investigate other books to use to help infants and toddlers label and begin to recognize emotions.
<i>Developmentally Appropriate Social/Emotional Environments for Toddlers</i>	Bilah's Story (iCan Crawler - Therapeutic Crawling Device)	This 3:16 minute video introduces a therapeutic crawling device to an 18 month old child with special needs.	Scholars discuss why this video is relevant to this topic.
<i>Developmentally Appropriate Social/Emotional Environments for Preschoolers</i>	Promoting Social and Emotional Competence	This 27:40 minute video from CSEFEL presents administrators, teachers, and parents discussing how to promote social and emotional competence and why that is important. It provides well-researched strategies to support social and emotional development of preschoolers.	After watching this video, scholars list the top 10 ways that they can promote social and emotional competence in a preschool classroom.

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<i>Developmentally Appropriate Social/Emotional Environments for Primary-Age Children</i>	Inclusive Learning: Everyone's In - Overview	This 11:13 minute video describes a professional learning community where all children attend their community school.	After watching this video, scholars discuss how this approach to learning develops the skills for peer group acceptance, nurtures positive self-esteem, encourages moral development, and allows for emotional development of all children. Scholars also talk among themselves about the positive effect this approach has on all community members.
<i>Developmentally Appropriate Cognitive/Language/Literacy Environments for Infants</i>	Center for Early Literacy Learning: Practice Guides with Adaptations	These guides make it easier for young children with disabilities to participate in early literacy learning activities. Written for both parents and practitioners, the practice guides describe everyday home, community, and childcare learning opportunities that encourage the early literacy learning of infants.	After reading the guides, scholars act out examples for each other for practice.
<i>Developmentally Appropriate Cognitive/Language/Literacy Environments for Toddlers</i>	Center for Early Literacy Learning: Practice Guides with Adaptations	These guides make it easier for young children with disabilities to participate in early literacy learning activities. Written for both parents and practitioners, the practice guides describe everyday home, community, and childcare learning opportunities that encourage the early literacy learning of toddlers.	After reading the guides, scholars act out examples for each other for practice.

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<p><i>Developmentally Appropriate Cognitive/ Language/ Literacy Environments for Preschoolers</i></p>	<p>Special Needs and Inclusion</p>	<p>This 12:39 minute video from the California Early Childhood Educator series provides an excellent view into inclusive settings. As scholars watch the children, they will hear the retired Asst. Superintendent for Early Childhood Education of Los Angeles United School District discuss the philosophy, policies, and practices of inclusive settings, developmentally and individually appropriate practice, collaboration with families and service providers, and environmental access and adaptive equipment.</p>	<p>As scholars watch the video, they write down the examples they see of accessibility, participation, and supports.</p>
<p><i>Developmentally Appropriate Cognitive/ Language/ Literacy Environments for Primary-Age Children</i></p>	<p>Introduction to UDL</p> <p>Principles of UDL</p>	<p>In this 1:57 video, Center Director David Rose tells the story of how the concept Universal Design for Learning was created.</p> <p>This 38 second video shows children demonstrating the three principles of the Universal Design for Learning.</p>	<p>To extend their understanding of Universal Design for Learning, scholars will view three videos: UDL Guidelines in Practice: Grade 1 Mathematics (10:08), UDL Guidelines in Practice: Grade 5 Language Arts (10:13), and How to Teach Math as a Social Activity (8:55).</p>

All DEC Recommended Resources 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.

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.