



Infused Course Calendar

Child, Family, and Community

Topic	Resource	Resource Description	Activity
<p>Demonstrate knowledge of how to build trust with family members and involve them in their children's learning.</p>	<p>Involving Families https://www.youtube.com/watch?v=RTVLtln2910</p>	<p>In this 5:39 minute video from Eastern Connecticut State University, the director of the Child and Family Development Resource Center provides information on how to involve family members in their children's learning.</p>	<p>Activities should focus on the skills and supports needed to build trusting relationships with family members and involve them in their children's learning. An example of an activity to use with this resource is as follows: <u>Activity</u> As scholars view Involving Families, have them document five resources or opportunities the director mentions that the center provides so that parents can find out about or take part in their children's learning. Which resource or opportunity would be the easiest to provide or set up in a school and which would be the most difficult? Explain why.</p>
<p>Demonstrate an understanding of how to build trusting and respectful partnerships with the families of children within inclusive settings.</p>	<p>CONNECT Video 4.3: Description of Family-Professional Partnership Framework http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition</p>	<p>In this 3:32 minute video, Dr. Ann Turnbull describes the family-professional partnership framework to illustrate partnership-oriented practices.</p>	<p>Activities should focus on scholars learning how to build trusting family-professional partnerships. An example of an activity to use with this resource is as follows: <u>Activity</u> Have scholars read all of the text at the website page Parent Oriented Practices: Definition. After watching the video Description of Family-Professional Partnership Framework on that website page, have scholars answer the following questions: (1) The Family-Professional Partnership Framework considers a positive relationship with each family equally important to a positive relationship with each child. How does the figure on the website page Parent Oriented Practices: Definition show that both are equally important? (2) What are the two foundations to building trust with parents as shown in the figure on the website page Parent Oriented Practices: Definition?</p>

<p>Demonstrate an understanding of how to build trusting and respectful partnerships with the families of children within inclusive settings.</p>	<p><u>Examples and Applications of Partnership-Oriented Practices</u></p> <p><u>http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition/staff-to-staff-communication</u></p>	<p>This website describes the three stages of building trust with family members.</p>	<p>Activities should focus on applying partnership-oriented practices when communicating with families of children within inclusive settings. An example of an activity to use with these two resources is as follows:</p> <p><u>Activity</u></p> <p>After scholars read the text at <u>Examples and Applications of Partnership-Oriented Practices</u>, have them review <u>CONNECT Handout 4.1 Partnership-Oriented Practices: Examples and Applications</u> and watch the <u>CONNECT Video 4.4: Starting a Relationship</u>. Have them document two things that Clara did to start the relationship with the mother on a positive note.</p>
<p>Demonstrate an understanding of how to build trusting and respectful partnerships with the families of children within inclusive settings.</p>	<p><u>CONNECT Video 4.5: Libby & Kim-Beginning Ground Conversation</u></p> <p><u>http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition/beginning-ground</u></p>	<p>The second video on this page is 2:33 minutes and shows Libby, a teacher in a child care center, and Kim, a parent of a 4-year-old girl (Ella), having a conversation about working together and learning from one another. This conversation highlights developing an initial friendly relationship.</p>	<p>Activities should focus on the skills educators use to develop an initial friendly relationship with families of children within inclusive settings. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>(1) Have scholars read the text at website page: <u>http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition/beginning-ground</u></p> <p>(2) As scholars view the video <u>Libby & Kim-Beginning Ground Conversation</u>, have them document the practices they observe related to developing an initial friendly relationship.</p> <p>(3) Scholars may use <u>CONNECT Handout 4.2 Partnership Oriented Practices: Observation Checklist</u> as a guide.</p> <p>(4) Once they have documented their answers, scholars may check whether or not they are correct by using <u>CONNECT Handout 4.3 Partnership Oriented Practices: Observation Checklist-Answer Key</u>.</p>
<p>Demonstrate an understanding of how to build trusting and respectful partnerships with the families of children within inclusive settings.</p>	<p><u>Aurelius Reading at Naptime</u></p> <p><u>http://www2.cde.state.co.us/media/resultsmatter/RMSeries/AureliusReadingAtNaptime.asp</u></p>	<p>This 4:52 minute video shows how one teacher built a trusting relationship with the mother of a child in her classroom by showing her a video of his positive growth in behavior and literacy.</p>	<p>Activities should focus on different strategies that build positive communication with families. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>After viewing <u>Aurelius Reading at Naptime</u>, have scholars read through the <u>2014 DEC Recommended Practices</u> for practitioners when working with families (pp. 9,-10) and document the ones that relate to teacher practices demonstrated in the video.</p>

<p>Demonstrate an understanding of how to build trusting and respectful partnerships with the families of children within inclusive settings.</p>	<p><u>Engaging Parents with Video at Parent-Teacher Conferences</u></p> <p><u>http://www2.cde.state.co.us/media/resultsmatter/RMSeries/EngagingFamiliesWithVideo.asp</u></p>	<p>In this 7:48 minute video, an early childhood education teacher explains how she uses videos to improve communication with families and other professionals.</p>	<p>Activities should focus on different strategies that build positive communication with families. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>Have scholars answer the following questions:</p> <p>Why did the teacher take videos of children doing something impressive?</p> <p>What are some of the skills the teacher videoed children doing?</p> <p>What are the positives of showing families videos indicating growth in academics and behavior?</p> <p>What is an issue that might arise when using videos during parent-teacher conferences?</p>
<p>Demonstrate an understanding of how to build trusting and respectful partnerships with the families of children within inclusive settings.</p>	<p><u>CONNECT Video 4.6: Libby & Kim-Middle Ground Conversation</u></p> <p><u>http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition/middle-ground</u></p>	<p>In this 5:02 video, Libby, a teacher in a child care center, and Kim, a parent of a 4-year-old girl (Ella), have a conversation about working together and learning from one another. This conversation highlights making shared decisions.</p>	<p>Activities should focus on the skills educators use to make shared decisions with families once they have developed an initial friendly relationship with them. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>(1) Have scholars read the text on the following website: <u>http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition/middle-ground</u>.</p> <p>(2) As scholars view the video <u>Libby & Kim-Middle Ground Conversation</u>, have them document the practices related to making shared decisions that they observe.</p> <p>(3) Scholars may use <u>CONNECT Handout 4.2 Partnership Oriented Practices: Observation Checklist</u> as a guide.</p> <p>(4) Once they have documented their answers, scholars may check whether or not they are correct by using <u>CONNECT Handout 4.3 Partnership Oriented Practices: Observation Checklist-Answer Key</u>.</p>

<p>Demonstrate an understanding of how to build trusting and respectful partnerships with the families of children within inclusive settings.</p>	<p>CONNECT Video 4.7: Libby & Kim-Firm Ground Conversation</p> <p>http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition/firm-ground</p>	<p>In this 5:23 video, Libby, a teacher in a child care center, and Kim, a parent of a 4-year-old girl (Ella), have a conversation about working together and learning from one another. This conversation highlights addressing challenging issues.</p>	<p>Activities should focus on the skills educators use to address challenging issues with families once they have developed an initial friendly relationship with them. An example activity is as follows:</p> <p>Activity</p> <p>(1) Have scholars read the text at website page http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition/firm-ground.</p> <p>(2) As scholars view the video Libby & Kim-Firm Ground Conversation, have them document the practices related to addressing challenging issues that they observe.</p> <p>(3) Scholars may use CONNECT Handout 4.2 Partnership Oriented Practices: Observation Checklist as a guide.</p> <p>(4) Once they document their answers, they may check whether or not they are correct by using CONNECT Handout 4.3 Partnership Oriented Practices: Observation Checklist-Answer Key.</p>
<p>Demonstrate an understanding of how to build trusting and respectful partnerships with the families of children within inclusive settings.</p>	<p>CONNECT Video 4.8: Maggie & Latesha - Beginning Ground Conversation</p> <p>CONNECT Video 4.9: Maggie & Latesha-Middle Ground Conversation</p> <p>CONNECT Video 4.10: Maggie & Latesha Firm Ground Conversation</p> <p>http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition/putting-it-all-together</p>	<p>These three videos (2:35 min., 5:23 min., and 5:02 min.) offer an opportunity for additional practice in identifying each of the three phases of developing a trusting partnership: developing an initial friendly relationship, making shared decisions, and addressing challenging issues.</p>	<p>Activities should focus on the skills educators use to develop trusting partnerships with parents. An example of an activity to accompany these three resources is as follows:</p> <p>Activity</p> <p>(1) Have scholars read the text at the following website: http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition/firm-ground.</p> <p>(2) As scholars view the three videos at http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/a-definition/putting-it-all-together, have them document the practices related to developing an initial friendly relationship, making shared decisions, and addressing challenging issues that they observe.</p> <p>(3) Scholars should use CONNECT Handout 4.2 Partnership Oriented Practices: Observation Checklist as a guide.</p> <p>(4) Once they have documented their answers, scholars may check whether or not they are correct by using CONNECT Handout 4.3 Partnership Oriented Practices: Observation Checklist-Answer Key.</p> <p>(5) Have scholars document which practices will be most difficult.</p> <p>(6) Have scholars document any practices that they did not observe in these videos that may have been incorporated into the discussion.</p>

<p>Demonstrate an understanding of the effectiveness of research on family-centered helping practices.</p>	<p>CONNECT Handout 4.4: <i>Research Summary on Family-Centered Helping Practices</i></p> <p>http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-4-4.pdf/view</p> <p>CONNECT Audio 4.1: <i>Perspectives of Dr. Beth Harry</i></p> <p>http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/b-research</p>	<p>This handout provides a summary of 47 research studies on family-centered healthgiving practices analyzed by researchers at the Orelena Hawks Puckett Institute.</p> <p>In this 2: 56 minute audio recording, Dr. Beth Harry discusses the importance of earning the trust of parents from diverse backgrounds through demonstrating respect for their perspectives.</p>	<p>Activities should focus on scholar understanding of the research that informs best practices in family-centered helping. An example of an activity to use with these two resources is as follows:</p> <p><u>Activity</u></p> <p>(1) After reading CONNECT Handout 4.4 <i>Research Summary on Family-Centered Helping Practices</i>, have scholars list the family-centered helping practices studied through research that were found to be associated with positive family outcomes.</p> <p>(2) After listening to CONNECT Audio 4.1 <i>Perspectives of Dr. Beth Harry</i>, have scholars document the three recommendations Dr. Harry makes related to building trusting relationships between teachers and families from diverse backgrounds.</p>
<p>Demonstrate an understanding of the policies on family-centered helping practices.</p>	<p>CONNECT Handout 4.5: <i>Policy Advisory: The Law Governing Family-Professional Partnerships</i></p> <p>http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-4-5.pdf/view</p>	<p>This handout provides information on policies within the Head Start Program Performance Standards and the Individuals with Disabilities Education Act (IDEA) that relate to family-professional partnerships.</p>	<p>Activities should focus on scholar understanding of the policies that inform best practices in family-centered helping. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>After scholars read the text on website page http://community.fpg.unc.edu/connect-modules/learners/module-4/step-3/c-policies/policies and CONNECT Handout 4.5 <i>Policy Advisory: The Law Governing Family-Professional Partnerships</i>, have them answer the following questions:</p> <p>(1) As a Head Start teacher what you would do to develop an equal partnership with families in making educational decisions about their children?</p> <p>(2) If a child in your classroom is identified with a disability and qualifies for support under IDEA, what are four rights the child’s parent(s) will have that they would not have if their child did not qualify for services?</p>



<p>Demonstrate an understanding of the policies on family-centered helping practices.</p>	<p><i>Center for Young Children and Their Families (Centro de Niños y Padres)</i> https://www.youtube.com/watch?v=ewecWUaiR7U</p>	<p>This 6:07 minute video presents parents' perspectives of the services they receive at the Center for Young Children and their Families (Centro de Niños y Padres) located on the campus of California State University Los Angeles.</p>	<p>Activities should focus on the systems of support and individual skills needed to successfully serve the needs of families of children with developmental delays. An example of an activity to use with this resource is as follows: <u>Activity</u> While they view <i>Center for Young Children and Their Families (Centro de Niños y Padres)</i>, have scholars document the systems of support that parents, administrators, and teachers mention that are available at the center (e.g., a procedure for allowing parents to be involved in classroom activities).</p>
<p>Demonstrate an understanding of issues in promoting positive family relationships.</p>	<p><i>2014 Summer Institute: Andre Dukes and Glen Palm</i> https://www.youtube.com/watch?v=xdd0I01OVso&feature=youtu.be</p>	<p>In this 9:06 minute video, instructors Andre Dukes and Glen Palm talk about their session, "Mining the Untapped Resources of Fathers," at the 2014 Summer Institute, Center for Early Education and Development. It addresses the issue of how early childhood programs can support the father-child attachment process.</p>	<p>Activities should focus on raising awareness of issues in promoting positive family relationships and how those issues inform the practices of educators in an inclusive setting. In this case, the issue addressed is the lack of support fathers may receive to successfully engage with their child, especially a child with a disability. An example of an activity to use with this resource is as follows: <u>Activity</u> After scholars view <i>2014 Summer Institute: Andre Dukes and Glen Palm</i>, have them document how they as educators can support the skills and confidence of fathers so that they can engage in the lives of their children. After reading <i>Fathers of Children with Disabilities</i>, have them document the extra stressors fathers of children with disabilities may face and the implications for building a positive professional-family relationship.</p>

<p>Demonstrate awareness of how to share information with parents of children within an inclusive setting.</p>	<p><u>Early Intervention: The Missing Link</u></p> <p><u>https://www.youtube.com/watch?v=DYWWXy0wy2w</u></p>	<p>This 7:02 minute video addresses the issue of sharing information with parents of children with disabilities in a way that gives them hope for the future, not a fear of it.</p>	<p>Activities should focus on raising awareness of issues in promoting positive family relationships and how those issues inform the practices of educators in an inclusive setting. In this case, the issue addressed is the terminology some professionals use that instills fear or negativity in parents of children with disabilities. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>After watching <u>Early Intervention: The Missing Link</u>, have scholars fill in the blanks with more positive words or phrases.</p> <p>What words or phrases does this video recommend to be used when conversing with parents?</p> <ul style="list-style-type: none"> ▪ Instead of diagnosed, use _____. ▪ Instead of using the phrase hearing loss, try _____. ▪ Instead of referring to one communication option, refer to _____. ▪ Instead of using the term early intervention, try _____. ▪ Instead of referring to the child's limitations, refer to _____. ▪ Talk about the experience of having a child with a disability as a _____. ▪ Refrain from saying that the child cannot function without technology, instead, talk about the specific _____ that are available that may enhance performance.
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<p>Demonstrate knowledge of resources that provide information to all families on promoting the health and development of their children.</p>	<p><u>The PACER Center: Early Childhood Family Information and Resources Project</u> http://www.pacer.org/ec/</p>	<p>PACER Center is a parent training and information center for families of children and youth with all disabilities from birth to young adults. Located in Minneapolis, it serves families across the nation, as well as those in Minnesota. On the PACER Center website, parents can find publications, workshops, and other resources to help make decisions about education, vocational training, employment, and other services for their children with disabilities.</p>	<p>Activities should focus on exploring this comprehensive website for parents. An example of an activity to use with this resources is as follows: <u>Activity</u> Have scholars review the resources available through the <u>Early Childhood Family Information and Resources Project</u> that appear on the left-hand side of the website. Then have them provide an answer for the following scenario. <i>You are a teacher in a Head Start classroom of four-year olds with diverse abilities. For your beginning-of-the-year Parent Night you would like to introduce your families to different resources available to them at reputable websites on the internet. You have decided to showcase three resources from the PACER Center. Your director has given you permission to make copies of three additional handouts for families to take home with them. Describe the three resources you will showcase and three handouts you will provide for your families that are available at the PACER Center website.</i></p>
<p>Demonstrate knowledge of resources that provide information to all families on promoting the health and development of their children.</p>	<p><u>The Journey Begins: Learning How to Advocate for Your Child</u> http://www.pacer.org/ec/</p>	<p>In this 3:30 minute video, the mother of a child with a disability talks about the support she received from the PACER Center in learning how to advocate for services for her child.</p>	<p>Activities should focus on scholar awareness of resources available to help parents advocate for appropriate services for their child once their child has been identified with a disability. An example of an activity to use with this resource is as follows: <u>Activity</u> After viewing <u>The Journey Begins: Learning How to Advocate for Your Child</u>, have scholars visit the <u>Center for Parent Information and Resources: Find Your Parent Center</u>, find the parent center nearest their home, and report on the name and address of that center and the services it provides. If possible have scholars tour the parent center closest to them.</p>



The following website library may be used to address concepts presented in Child, Family, and Community.

Colorado Department of Education. (2015). *Results Matter Video Library*. Retrieved from <http://www.cde.state.co.us/resultsmatter/rmvideoseris>

Video categories include Early Intervention, Just Being Kids, Practicing Observation, Documentation and Assessment Skills, General Interest, Using Technology for Authentic Assessment, Practices Here and There, and iPads in Early Childhood.

The following websites may be used to address concepts presented in Child, Family, and Community.

(1) U.S. Department of Education. Office of Special Education Programs (OSEP). (2015). *Center for Parent Information and Resources*. Retrieved from <http://www.parentcenterhub.org/>.

At the [Repository of Resources](#), there is a quick-find links and a “Search for Resources” feature, which allows the user to filter results by format, audience, and producer. At [Find Your Parent Center](#), users can locate local Parent Training and Information Centers and Community Parent Resource Centers by clicking on an interactive map. Users may also find information on [Parent Technical Assistance Centers](#).

(2) University of Kansas. (2015). *Beach Center on Disability*. Retrieved from <http://www.beachcenter.org/default.aspx?JScript=1>

The Beach Center on Disability is a multidisciplinary research and training center at the University of Kansas committed to making a significant and sustainable positive difference in the quality of life of individuals and families affected by disability and the professionals who support them. Visit the [National Gateway to Self-Determination](#) for the current best practices and evidence-based activities in enhancing self-determination in the lives of people with intellectual and developmental disabilities. There are four ways of finding resources at the [Resource Library](#). Users may use the search engine by typing in a topic; they may use the resource catalog and browse by resource type, author, topic, and disability; they may jump right to the topic list or the disability list.

The following research brief may be used to address concepts presented in Child, Family, and Community.

Arnold, C. K., Heller, T., & Kramer, J. (2012). Support needs of siblings of people with developmental disabilities. *Intellectual and Developmental Disabilities, 50*, 373-382.

Retrieved from http://www.acceptproject.org/wp-content/uploads/2013/03/ARPB-2012-04-Arnold_Final.pdf

2014 DEC Recommended Practices

Infused Calendar/Child, Family, and Community



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.
- L3.** Leaders develop and implement policies, structures, and practices that promote shared decision making with practitioners and families.
- L4.** Leaders belong to professional association(s) and engage in ongoing evidence-based professional development.
- L5.** Leaders advocate for policies and resources that promote the implementation of the DEC Position Statements and Papers and the DEC Recommended Practices.
- L6.** 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.

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



DEC Recommended Practices When Working With the 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.

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.



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.



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.

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.



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.