Infused Course Calendar

Child Development II

Topic	Resource	Resource Description	Activity
Use appropriate educational terminology regarding students, programs, roles, and instructional activities.	*People First Project* https://www.youtube.com/watch?v=Ob_rWNNGaJs	This 3:37 minute video defines and gives examples of **people-first language**.	Activities should include scholars using people-first language. An example of an activity to use with this resource is as follows: Activity After scholars view *People First Project*, have them read and discuss *Examples of People First Language* retrieved from http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf. Have them create their own examples of language that emphasizes the person, not the disability.
Demonstrate knowledge of teacher characteristics and competencies required to promote the development and learning of all children in a high quality inclusive setting.	*Thaysa* https://vimeo.com/43931633	This 12:30 minute video follows Thaysa, an eight year old student with autism as she experiences education in an inclusive setting. The viewer can observe **characteristics of an inclusive classroom** including the **evidence-based practices** teachers use in that setting to support the development and learning of all children.	Activities should focus on the characteristics of an inclusive classroom including the evidence-based practices teachers use in that to support the development and learning of all children. An example of an activity to use with this resource is as follows: Activity As scholars view *Thaysa*, have them document at least five teacher characteristics and five teacher competencies mentioned that effective educators demonstrate in an inclusive setting. Then have them link each characteristic and competency to a DEC Recommended Practice retrieved from http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf Example *Teacher Characteristic/DEC Recommended Practice* *Demonstrates Patience/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. *Teacher Competency/DEC Recommended Practice* *Uses Differentiated Instruction/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.

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Demonstrate knowledge of teacher characteristics and competencies required to promote the development and learning of all children in a high quality inclusive setting.	*SWIFT Domains and Features at Henderson School* https://www.youtube.com/watch?v=NRR67osT-Q	This 15:12 minute video takes the viewer into an elementary school of inclusion where one-third of the students in each classroom represent children with significant disabilities. The principal and teachers describe the features of an inclusive school as well as the **competencies they need to provide a high quality education in an inclusive setting**.	Activities should focus on the characteristics of an inclusive school including the evidence-based practices teachers use in that setting and the programs in place that support the development and learning of all children. An example of an activity to use with this resource is as follows: Activity As scholars view SWIFT Domains and Features at Henderson School, have them document a critical teacher competency from DEC Recommended Practices needed for the implementation of each of the following features of an inclusive school: co-teaching, collaborative instruction among peers, station teaching, universal design for learning, data-based decision making, and individualized teaching.
Demonstrate knowledge of teacher characteristics and competencies required to promote the development and learning of all children in a high quality inclusive setting.	*Station Teaching* http://marylandlearninglinks.org/1014	This webpage reviews the strengths and challenges of **station teaching**, one of the features of an inclusive school described in *SWIFT Domains and Features at Henderson School*.	Activities should focus on the characteristics of high quality station teaching; that is, an instructional format where children are placed in flexible small groups that change frequently and where children are not grouped by ability. They should address the evidence-based competencies teachers use to implement this instructional feature of an inclusive setting. An example of an activity to use with this resource is as follows: Activity Once students have reviewed *Station Teaching*, have them watch Commitment to Co-Teaching. Remind students again that best practice station teaching does not group children according to their abilities and groups are flexible, changing weekly. As students watch this 2:47 minute video have them document five critical teacher competencies from DEC Recommended Practices needed to engage in high quality station teaching and co-teaching.

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Demonstrate knowledge of teacher characteristics and competencies required to promote the development and learning of all children in a high quality inclusive setting.	*Co-Teaching Model for Special Education* https://www.youtube.com/watch?v=8pIe6CZX6PM	This 4:37 minute video defines and describes **co-teaching**--one of the features of an inclusive school described in *SWIFT Domains and Features at Henderson School*.	Activities should focus on the characteristics and advantages of high quality co-teaching and the competencies required when co-teaching. An example of an activity to use with this resources is as follows: Activity As scholars view Co-Teaching Model for Special Education, have them answer the following questions: (1) Define the co-teaching model of instructional delivery. (2) What is the advantage of "getting away from the mine and theirs perception of students" referred to in the video? (3) According to this video, what does the content area general education teacher bring to the inclusive classroom? What does the special education teacher bring to the inclusive classroom? (4) Why do the teachers in this video think that co-teaching will close the achievement gap in their school? (5) What are two teacher characteristics and two competencies that you believe are required for co-teaching? You may use any source for the two teacher competencies and characteristics.
Demonstrate knowledge of teacher characteristics and competencies required to promote the development and learning of all children in a high quality inclusive setting.	*UDL at a Glance* https://www.youtube.com/watch?v=bDvKnY0g6e4	This 4:36 minute video defines and describes **universal design for learning**--one of the features of an inclusive school described in *SWIFT Domains and Features at Henderson School*.	Activities should focus on the responsibilities of educators as they implement universal design for learning. An example of an activity to use with this resource is as follows: Activity After watching *UDL at a Glance*, have scholars answer the following question: Those implementing universal design for learning believe that there should not be different curricula for different learners. As a teacher in a kindergarten classroom where you use just one curriculum for literacy, what do you do to meet the needs of your diverse learners?
Demonstrate knowledge of teacher characteristics and competencies required to promote the development and learning of all children	*Data Driven Decision Making* https://www.youtube.com/watch?v=fI35usSxjm4	This 2:07 minute video is a guide for teachers implementing **data driven instruction**, that is, the process of incorporating the collection, analysis, and use of data in their daily work.	Activities should focus on the characteristics and competencies required to implement data-driven decision making. An example of an activity to use with this resource is as follows: Activity After scholars watch Data Driven Decision Making, have them read Gathering and Using Assessment Information on the CONNECT Modules retrieved from http://community.fpg.unc.edu/connect-

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in a high quality inclusive setting.			modules/learners/module-1/step-5-evaluation/c-gathering-and-using-assessment-information. Have scholars document how they would assess a child's progress toward the goal: *[Student Name]will engage in appropriate turn-taking skills by attending to peer's turn and waiting for own turn 4/5 opportunities to do so.*
Demonstrate knowledge of teacher characteristics and competencies required to promote the development and learning of all children in a high quality inclusive setting.	*Student Progress Monitoring: What This Means for Your Child* http://www.rti4success.org/sites/default/files/whatthismeans.pdf	This brief, developed for the National Center on Student Progress Monitoring by Kathleen McLane, provides an overview of **student progress monitoring**. It may be of particular use for parents in helping them gather key information from their child's school.	Activities should focus on the teacher characteristics and competencies required to implement student progress monitoring with all children. An example of an activity to use with this resource is as follows: Activity As scholars read Student Progress Monitoring: What This Means for Your Child have them document at least five DEC Recommended Practices related to the process of progress monitoring. These practices may be retrieved from http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf. Have scholars document why they believe progress monitoring is important for all children, not just those with an identified disability.
Demonstrate knowledge of student skills needed to successfully engage in collaborative instruction among peers--one instructional feature used to promote the development and learning of all children in a high quality inclusive setting.	*Critique and Feedback-The Story of Austin's Butterfly-Ron Berger* https://www.youtube.com/watch?v=hqh1MRWZjms	This 6:30 minute video shows a lesson in which children are being taught how to provide feedback to their peers so that they can engage successfully in **collaborative instruction groups--**one of the features of an inclusive school described in *SWIFT Domains and Features at Henderson School*.	Activities should focus on the student skills needed to successfully engage in collaborative instruction among peers, one instructional approach of a high quality inclusive setting used to promote the development and learning of all children. An example of an activity to use with this resource is as follows: Activity Collaborative instruction among peers is an evidence-based instructional strategy used in inclusive settings that takes teacher planning and explicit instruction provided to students to be successfully implemented. As scholars watch this video, have them document the lessons learned by the children that they can use when they are engaged in collaborative instruction with their peers. Could Ron Berger implement this activity if there were students in the group who were blind? Could he implement this activity if there were students in the group who were deaf? Discuss this issue as it relates to the use of assistive technology.
Demonstrate knowledge of assistive technology used to	*Teaching Through Touch* https://www.youtube.	This 3:15 video introduces the use of **assistive *technology*** in promoting the development	Activities should focus on raising awareness of the different ways technology can be used to promote the development and learning of students who are blind. An example of an activity to use with this

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promote the development and learning of individuals who are blind.	com/watch?v=Bv5aypfqyrQ	and learning of students in the area of math.	resource is as follows: Activity After scholars view _Teaching Through Touch, have them design the activity demonstrated in Critique and Feedback-The Story of Austin's Butterfly-Ron Berger so that children who are blind could participate._
Demonstrate knowledge of assistive technology used to promote the development and learning of individuals who are deaf.	_School for Students Who Are Deaf Revolutionizes Teaching with IPad Learning Program_ https://www.youtube.com/watch?v=yTNlpLlzpIA _iCommunicator: Assistive Technology for People who are Deaf_ https://www.youtube.com/watch?v=2SFaUu5eUcE	This 4:08 minute video shows how **assistive technology**, specifically the iPad, has improved reading skills at Transoranje School for the Deaf in Pretoria, South Africa. This 3:36 minute video shows how **assistive technology**, specifically the iCommunicator, promotes independent communication for students who are deaf.	Activities should focus on raising awareness of the different ways assistive technology can be used to promote the development and learning of students who are deaf. An example of an activity to use with this resource is as follows: Activity After scholars view _School for Students Who Are Deaf Revolutionizes Teaching with IPad Learning Program_ and _iCommunicator: Assistive Technology for People who are Deaf,_ have them design the activity demonstrated in _Critique and Feedback-The Story of Austin's Butterfly-Ron Berger_ so that children who are deaf could participate.
Demonstrate knowledge of practices and resources used to promote the development and learning of individuals who are visually impaired.	_AIM Simply Said_ https://www.youtube.com/watch?v=6U3uKNKMv7s&feature=youtu.be	This 3:42 minute video produced by the National Center on Accessible Instructional Materials and PACER Center explains **Accessible Instructional Materials**.	Activities should focus on the special formats of accessible instructional materials (AIM) and how to determine if a student needs one of them to better read and understand information contained in printed materials. Of particular interest in this video is the resource introduced at the end of the video: The AEM Navigator, which helps IEP teams not only determine if there is a need for AIM but also how to meet that need. An example of an activity to use with this resource is as follows: Activity Once scholars have viewed AIM Simply Said, have them practice developing a student summary at AEM Navigator.

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Demonstrate ability to write learning outcome statements.	*Learning Outcomes Presentation* https://www.youtube.com/watch?v=2q-wPQhpIkQ	In this 4:14 minute video, the process of writing effective learning outcomes is described.	Activities should focus on writing effective learning outcomes. An example of an activity to use with this resource is as follows: Activity After watching Learning Outcomes Presentation, have scholars identify what is missing from the following learning outcomes, then rewrite the outcome to make it more effective. (1)Timmy will recognize the circle, triangle, square, and rectangle. (2)For the next three months, the teacher will teach Timmy how to follow 2-step directions, during large group activities (i.e., groups of 6 or more children), 1 time per observation period, across 5 consecutive group times. (3)In 12 months, while at school, Timmy will go to the bathroom for a period of at least 3 weeks.
Demonstrate knowledge of how an Individualized Education Program (IEP) supports the development and learning of children with disabilities.	*What is an IEP?* https://www.youtube.com/watch?v=q2XlAWcMAUk	In this 5:40 minute video Laura Kaloi, Public Policy Director at the National Center for Learning Disabilities, explains the ins and outs **of Individualized Education Programs (IEPs)**, including who develops them and how to put together a good one.	Activities should focus on how an Individualized Education Program (IEP) supports the development and learning of children with disabilities. An example of an activity to use with this resource is as follows: Activity After scholars watch *What is an IEP?* have them document answers to the following questions: (1) Which law mandates the IEP? (2) For whom is an IEP developed? (3) Although this video is directed toward parents, it is recommended because it offers critical tips for teachers. The binder Laura Kaloi suggests that parents bring to the meeting with information about the child is a good idea for teachers too. After reading *The IEP Cycle: The General Educator's Role*, what would you bring in this binder to the meeting?
Demonstrate the skills to participate in an Individualized Education Program (IEP) meeting.	*Teacher's Guide: Participating in the IEP Meeting* http://depts.washington.edu/hscenter/sites/default/files/01_15m_i	This teacher's guide was produced by the Head Start Center for Inclusion to help educators develop the skills they need to participate fully in an IEP meeting.	Activities should focus on the skills a teacher needs to participate fully in an IEP meeting. An example of an activity to use with this resources is as follows: Activity Have scholars write to the parents of a child in their classroom that has recently been evaluated and diagnosed with autism. In the letter, they should inform the parents that, as the child's teacher, they will be

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	nclusion_inservice/02_iep_basics/documents/iep_teachers_guide_participate.pdf		attending the IEP meeting. They should also describe their role in the process before, during, and after the meeting.

The following modules may be used to address concepts presented in Child Development II.

(1) Center for Disease Control). (2015). Modules 1-4. *Watch Me: Celebrating Milestones and Sharing Concerns*. Retrieved from http://www.cdc.gov/ncbddd/watchmetraining/module1.html

This FREE, online training course, *Watch Me! Celebrating Milestones and Sharing Concerns*, provides tools and best practices to help educators monitor the development of children.

In this 1-hour, 4-module course, educators will learn:

- Why monitoring children's development is important.

- Why they have a unique and important role in developmental monitoring.

- How to easily monitor each child's developmental milestones.

- How to talk with parents about their child's development.

(2) The California State University. (2013). *Child Development*. Retrieved from http://teachingcommons.cdl.edu/tk/modules_teachers/TKModuleChildDevelopment.htm

This module was developed by the CSU Transitional Kindergarten Pre-Service Preparation Project. Topics include the connection between child development and learning, the impact of early environments and experiences on learning, identifying developmentally appropriate practice in the classroom, and engaging all children in the learning process.

(3) ECACorg (2011). *The IEP Team Process, Chapters 1-5*. Retrieved from https://www.youtube.com/results?search_query=The+IEP+Process+Chapters+1-5

This series of videos provides information on the individuals that participate in an IEP team meeting; responsibilities of team members before, during, and after the IEP meeting, and an example of an IEP team meeting in progress.

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2014 DEC Recommended Practices

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.

L2. 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.

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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 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.

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).

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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.

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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.