



Infused Course Calendar

Child Development I

Topic	Resource	Resource Description	Activity
<p>Demonstrate understanding of theories of child development and how they influence teaching practices</p>	<p><u>Vygotsky's Developmental Theory: An Introduction</u> <u>https://www.youtube.com/watch?v=lnzmZtHuZPY</u></p>	<p>This 4:01 minute video illustrates four basic concepts integral to Vygotsky's Developmental Theory: (1) children construct knowledge, (2) learning can lead development, (3) development cannot be separated from its social context, and (4) language plays a central role in cognitive development.</p>	<p>Activities should focus on identifying the concepts within Vygotsky's Developmental Theory that have had an influence on determining best practices for teaching all children. For instance, Vygotsky gave great value to adults and peers assisting children to use strategies to further their intellectual capacities. This concept directly relates to DEC Recommended Practice INS6. <i>Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.</i> An example of an activity to use with this resource is as follows: <u>Activity</u> As scholars view <u>Vygotsky's Developmental Theory: An Introduction</u>, have them complete the following tasks: (1) document the strategies the teacher shows the child that assist him in counting, (2) define the zone of proximal development, and (3) identify Vygotsky's recommendations for helping children understand their experiences and moving them toward being independent learners.</p>
	<p><u>Social Theories of Learning</u> <u>https://www.youtube.com/watch?v=yTxm1KEGeE</u></p>	<p>This 8:43 minute video covers both the social cognitive and constructivist theories. Focus on the information covering the social cognitive theory which ends at 5:25 minutes on slide #10.</p>	<p>Activities should focus on identifying the concepts within the Social Cognitive Theory that relate to best practices for all children. For instance, Bandura's theories relate to DEC Recommended Practice INT2. <i>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.</i> An example of an activity to use with this resource is as follows: <u>Activity</u> After scholars view the <u>Social Theories of Learning</u> video, have them view <u>Preschool Inclusion: Samantha</u>, and using the narratives and footage of Samantha with her peers document exactly what practitioners are doing to promote Samantha's social development.</p>



Topic	Resource	Resource Description	Activity
Demonstrate understanding of the importance of early intervention and services that may be available through this program.	<u>Early Intervention is Key</u> https://www.youtube.com/watch?v=8vhASm6qkZE	This 9:30 minute video describes the different supports children receive when they experience early childhood intervention services.	Activities should focus on the importance of early childhood intervention in promoting the development of children with disabilities. An example of an activity to accompany this video is as follows: <u>Activity</u> As scholars view <u>Early Childhood Intervention is Key</u> , have them document the specific services that may be available through an Early Childhood Intervention Program.
Demonstrate understanding of parents' rights when their child is receiving Early Intervention Services.	<u>Understanding Parents' Rights in Early Intervention Part C</u> https://www.youtube.com/watch?v=y8AzmrFWJsY	This 11:18 minute video from the Vermont Family Network reviews parents' right when their children are receiving early childhood intervention services.	Activities should focus on parents' rights when their children are receiving early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA). An example of an activity to accompany this video is as follows: <u>Activity</u> As scholars view <u>Understanding Parents' Rights in Early Intervention Part C</u> , have them list the rights parents have under the law when their child is taking part in an Early Intervention Program.
Demonstrate understanding of a routines-based approach to early intervention services.	<u>Early Intervention: A Routines-Based Approach –Part I: Traditional vs Routines</u> https://www.youtube.com/watch?v=OpxGC6G0HMY	This 5:01 minute video features an experienced interventionist sharing her transition from a clinical approach of providing services to a routines-based approach , that is, one focusing on family routines and activities as the context for effective early intervention.	Activities should focus on the features of a routines-based approach to providing services to children in Early Intervention Programs. An example of an activity is as follows: <u>Activity</u> After watching <u>Early Intervention: A Routines-Based Approach –Part I: Traditional vs Routines</u> , have students take the Early Intervention quiz retrieved from http://www.brookespublishing.com/resource-center/archive/quizzes/early-intervention/

<p>Demonstrate the ability to assess children to identify learning targets, plan activities, monitor the child's progress, and revise instruction as needed.</p>	<p><u>Observing, Screening, Assessment, and Documentation</u> (Just the first six minutes) <u>https://www.youtube.com/watch?v=CCRRcSxvg_0</u></p>	<p>The first six minutes of this video focus on best practices in the use of ongoing formative assessment to drive instruction in math from children's early school years to graduation.</p>	<p>Activities should focus on helping scholars identify the skills required to implement formative assessment in their classrooms. An example of an activity is as follows: <u>Activity</u> As scholars watch the first six minutes of this video, have them document evidence-based practices mentioned and demonstrated that help children develop targeted skills.</p>
	<p><u>Diane Dodge on Formative Assessment Part I</u> <u>https://www.youtube.com/watch?v=jPsO4fY2XBY</u></p>	<p>This 3:05 minute video provides information on the skills teachers need to implement formative assessment to inform their instruction.</p>	<p>Activities should focus on having scholars practice the skills needed to implement ongoing formative assessment with fidelity. An example of an activity is as follows: <u>Activity</u> Have scholars view <u>Diane Dodge on Formative Assessment Part I</u>. In this video, she discusses three teacher processes required to implement formative assessment. They are observing behaviors, reflecting on observed behaviors, and then making decisions based on questions like: Is my room arrangement working for all children? Are all children sufficiently challenged? She mentions that teachers can use assessment information to determine where a child is on a learning progression and to decide what the next steps are for providing instruction and activities to promote development and learning for that child. Have students read over <u>Number: Early Learning Progression</u> retrieved from <u>http://www.nzmaths.co.nz/number-early-learning-progression</u> and, using that as their guide, answer the following questions after viewing children in the video <u>Early Start Counting Objects</u> retrieved from <u>https://www.youtube.com/watch?v=Vpw72Ukiz7g</u></p> <ol style="list-style-type: none"> 1. What skills are combined in this activity? 2. Where would you place these children on the learning progression? (Remember you are making the decisions based on independent behaviors.) 3. Do you think this activity is too challenging for these students? Explain.

<p>Demonstrate the ability to accurately assess the cognitive skills of children with physical disabilities.</p>	<p><u>Technology for Children with Disabilities</u> <u>https://www.youtube.com/watch?v=TRCgH9TOqTU</u></p>	<p>This 2:43 minute video introduces us to Nicholas, who uses a large button switch to support his motor development. Scholars will use information in this video to modify an activity to assess the cognitive skills of a child with a physical disability.</p>	<p>Activities continue the work of the previous topic with a focus on students with disabilities. Often teachers do not fully understand the nature of a child’s cognitive development because activities have not been modified or adapted so that the child can fully engage. For instance, the activity depicted in <u>Early Start Counting Objects</u> retrieved from <u>https://www.youtube.com/watch?v=Vpw72Ukiz7g</u> could not be successfully completed by Nicholas, but that does not mean that he has not mastered one-on-one counting. An example of an activity to help scholars think about formative assessment and children with disabilities is as follows: <u>Activity</u> After scholars view <u>Technology for Children with Disabilities</u>, have them design a lesson and identify the technology needed to observe Nicholas’ math skills and determine with confidence and accuracy where he should be placed on a math learning progression.</p>
<p>Demonstrate knowledge of technology that supports the development and learning of young children with disabilities.</p>	<p><u>Josh’s Story</u> <u>https://www.youtube.com/watch?v=R8mbhQ7bkb0</u></p>	<p>This 7:55 minute video introduces scholars to a six-year-old child on the autism spectrum whose skills dramatically improved after he began to use technology.</p>	<p>Activities should focus on how educators can use different types of technology to promote development and learning in areas of play, communication, language, mobility, and literacy in all children. The use of technology not only promotes the development of skills but also helps teachers assess skills with accuracy so they can better plan activities that engage and challenge children, bringing them to the next level on a learning progression. An example of an activity to help scholars understand the use of technology to support and promote high quality formative assessment that directs evidence-based teaching strategies is as follows: <u>Activity</u> As scholars view <u>Josh’s Story</u>, have them complete a chart in which they document the technology he used and the changes that occurred with its support. Have them record not only what the narrator says but what they observe about Josh’s skills and his behavior.</p>

<p>Demonstrate knowledge of the difference between assistive and augmentative/alternative communication (AAC) and the benefits of each in promoting the development and learning of all children.</p>	<p>Assistive Technology and Early Childhood Education</p> <p>http://www.idahoat.org/Portals/0/Documents/Assistive%20Technology%20for%20Early%20Childhood%20Education%20Trainings%20-%20modified.pdf</p>	<p>This booklet, produced by the Idaho Assistive Technology Project, provides examples of assistive technology (AT) and augmentative/alternative communication (AAC). It includes, pictures, descriptions, and links to other resources.</p>	<p>Activities should focus on the difference between assistive and augmentative/alternative communication and the ways educators can use both to support and promote the development and learning of all children. It is important that educators stay current with technology because as team members on Individualized Family Support Plans (IFSPs) and Individualized Education Programs (IEPs) they can suggest technology to be used to support a child in their classroom with a disability. One activity to help scholars differentiate between assistive and augmentative/alternative communication (AAC) technology is as follows:</p> <p><u>Activity</u></p> <p>Have each scholar use Assistive Technology and Early Childhood Education to create a chart indicating the following:</p> <ol style="list-style-type: none"> (1) Five examples of assistive technology, (2) Five links to information about current AT devices, (3) Five examples of augmentative/alternative communication technology, and (4) Five sources of information about current AAC devices.
	<p>I Can Soar: Angie</p> <p>http://www.ctdinstitute.org/library/2014-11-21/i-can-soar-angie</p>	<p>This 4:51 minute video shows how the use of increasingly complex voice output AAC technology helps Angie, a 5-year-old with cerebral palsy, participate in class and communicate with her family at home. With training, her older sister programs culturally specific recordings so Angie can use them in conversation.</p>	<p>Activities should focus on how technology is used in the classroom. One activity to help scholars understand the benefits of using augmentative/alternative communication technology in the classroom is as follows:</p> <p><u>Activity</u></p> <p>As scholars view I Can Soar: Angie, have them document all the skills that Angie’s speech language pathologist notes that she can do using technology and the ways the pathologist includes the family in the use of Angie’s supports.</p>

<p>Demonstrate the ability to match assistive or augmentative/alternative communication technology to a child's learning needs.</p>	<p><i>APPS for Children with Special Needs</i> http://a4cwsn.com/</p>	<p><i>APPS for Children with Special Needs</i> is a website intended for families and educators of children with special needs. The site offers videos that demonstrate how products designed to educate children and build their life skills really work from a user perspective. It provides reviews and instructional videos illustrating how each app functions so that educators and parents can identify the technology needed for specific learning needs.</p>	<p>Activities should focus on helping scholars become familiar with the most current assistive and augmentative/alternative communication technology for children and the skill areas they develop. One activity to help scholars match technology to specific skill areas is as follows: <u>Activity</u> The Individuals with Disabilities Education Act (IDEA) cites 14 specific disability areas. These are defined and described at <u>Categories of Disability Under IDEA</u> retrieved from http://www.parentcenterhub.org/repository/categories/. Using the videos on <i>APPS for Children with Special Needs</i>, select at least five IDEA disability categories and an app you might recommend for a child identified as having a disability in each of those categories.</p>
<p>Demonstrate an understanding of the advantages of early childhood inclusive education in promoting the development and learning of all children.</p>	<p><i>Milwaukee Area Early Education & Childcare: Penfield Children's Center</i> https://www.youtube.com/watch?v=BL9cNtpb_QI</p>	<p>This 1:39 minute video reviews the advantages of an inclusive early childhood setting for typical and atypically developing children.</p>	<p>Activities should focus on the research that indicates there are advantages to both typical and atypically developing children who attend an early childhood inclusive preschool or childcare center. One activity to help scholars learn about the advantages of an inclusive setting is as follows: <u>Activity</u> (1) After viewing <i>Milwaukee Area Early Education & Childcare: Penfield Children's Center</i>, have scholars read <i>Benefits of Inclusion</i> retrieved from http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Benefits_of_Inclusion_1406.pdf. (2) Have scholars document whether the video and article changed their beliefs and opinions about children with and without disabilities learning together in inclusive settings. Ask them to compare thoughts about inclusion before and after viewing the video and reading the article.</p>

<p>Demonstrate an understanding of parents' perspectives of early childhood inclusive education.</p>	<p>SpecialQuest Christopher's Story https://www.youtube.com/watch?v=LEty6-c0cfQ</p>	<p>This 5:22 minute video explores the basic principle of inclusion: that every person belongs and is a full member of their community. The story involves the Port Gamble S'Klallam tribe and how it embraced and supported Christopher and his family when he was born with spina bifida. The tribe developed partnerships among the Early Head Start, child care, Head Start, Early Intervention agency, local school district, and many other service providers to create and support an inclusive program. Throughout the video, parents share their perspectives of early childhood inclusive education. They share their experiences, lessons learned, and some practical strategies for listening and understanding to family priorities, and developing and maintaining collaborative services.</p>	<p>Activities should focus on moving from what research tells us to what parents tell us about their inclusion experiences. In a study by Kyle Brown in 2001, the effectiveness of early childhood inclusion from the perspective of parents was investigated. Three themes emerged from the interviews: (1) expectations and world views of parents, (2) the broad definition of inclusion, and (3) relationships with professionals. The findings indicated that the families reported various reasons for placing their child in an inclusive setting, including desire for the child to have a "normal" experience and not be isolated from his or her peers. Parents focused on the social aspects of inclusion, normalization, and the greater acquisition of skills. It was concluded that successful inclusion requires: (1) embracing an inclusive philosophy that supports and welcomes all children within typical settings, (2) refining educator communication and collaboration skills to work effectively with parents and professionals to plan and implement programs for young children with special needs in typical settings, (3) using teaching strategies that promote the social and cognitive development of all children, and (4) designing appropriate educational environments. One activity that helps scholars take parents' perspectives is as follows: <u>Activity</u> Have scholars view SpecialQuest Christopher's Story. As they watch, jot down comments parents make that provide evidence that professionals working with their children do the following: (1) Embrace an inclusive philosophy, (2) Refine their communication and collaboration skills to work effectively with parents and professionals to plan and implement programs for young children with special needs in typical settings, (3) Use teaching strategies that promote the social and cognitive development of all children, and (4) Design appropriate educational environments.</p>
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<p>Demonstrate an understanding of the importance of collaboration when teaching in an early childhood inclusive education setting.</p>	<p>Drew https://www.youtube.com/watch?v=GR6T1EhQ8c</p>	<p>This 6:09 minute video illustrates how Drew, one preschooler with a disability, flourished in an inclusive environment. Drew's parents and staff from various agencies describe how he transitioned from a home-based early intervention program to an Early Head Start program with early intervention services, and then onto a preschool/Head Start center where he received special education services in the classroom. Throughout the video, parents and staff provide examples of the importance of collaboration when teaching in an early childhood inclusive setting.</p>	<p>Activities should focus on scholar understanding of the array of services that may be needed when including a child with a disability in their classroom and the collaboration needed to ensure that parents' dreams for their child are realized. An example of an activity to accompany this video is as follows: <u>Activity</u> (1) After students view Drew one time, have them review the video again and document the individuals that make up his team. Have them note who was involved in transitioning Drew from services being provided by the health department to those provided by Early Head Start and the Lincoln Public Schools. (2) Have students write what they think Drew's Preschool Center Director meant when she said, "Peers are powerful."</p>
<p>Demonstrate the ability to identify resources that support those who educate and care for students in inclusive settings.</p>	<p>Center for Inclusive Child Care http://www.inclusivechildcare.org/c_about.cfm</p>	<p>The Center for Inclusive Child Care (CICC) is a comprehensive resource network for supporting inclusive care for children.</p>	<p>Activities should focus on scholar ability to find resources that support their efforts to promote the development and learning of young children in an inclusive environment. One resource, the Center for Inclusive Child Care, retrieved from http://www.inclusivechildcare.org/index.cfm or http://www.inclusivechildcare.org/c_about.cfm is an example of a website that offers information to support early childhood educators. The following is an activity to be used with this resource: <u>Activity</u> Have scholars investigate this website and share how they would use it to support their teaching.</p>



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

(1) Center for Parent Information and Resources (CIPR). (2015). [Communication Skills for Paraprofessionals](http://media.umb.edu/communicationskills/). Retrieved from <http://media.umb.edu/communicationskills/>

This module presents information on communicating as part of a school-based team, techniques for managing crucial conversations, and skills for maintaining positive home-school communications.

The Center for Parent Information and Resources ([CPIR](#)) serves as the new home of many of the resources (English and Spanish) developed by NICHCY, the National Dissemination Center for Children with Disabilities.

(2) Center for Parent Information and Resources (CIPR). (2015). [Module 1: The Basics of Early Intervention](http://www.parentcenterhub.org/repository/partc-module1/). Retrieved from <http://www.parentcenterhub.org/repository/partc-module1/>

Module 1 provides information on Part C of the Individuals with Disabilities Education Act (IDEA), the early intervention program for infants and toddlers with disabilities. This information includes the **8 basic steps** in the early intervention process, 7 acronyms used in early intervention and what they mean; and 9 key terms in early intervention and their definitions.

The following research briefs may be used to address concepts presented in Child Development I.

(1) Bagnato, S. J., McLean, M., Macy, M., & Neisworth, J. T. (2011). Identifying instructional targets for early childhood via authentic assessment: Alignment of professional standards and practice-based evidence. *Journal of Early Intervention, 33*, 243-253.

Retrieved from http://www.acceptproject.org/wp-content/uploads/2014/06/ARPB-2014-02_Bagnato.pdf

(2) Palmer, S. B., Summers, J. A., Brotherson, M. J., Erwin, E. J., Maude, S. P., Stroup-Rentier, V.,...Haines, S. J. (2013). Foundations for self-determination in early childhood: An inclusive model for children with disabilities. *Topics in Early Childhood Special Education, 33*(1), 38-47. doi: 10.1177/0271121412445288

Retrieved from http://www.acceptproject.org/wp-content/uploads/2014/11/ARPB-2014-08_Palmer.pdf



2014 DEC Recommended Practices

DEC Recommended Resources for Leaders

- L1.** 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.

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).
 - 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.