



Infused Course Calendar

Creative Activities

Topic	Resource	Resource Description	Activity
<p>Demonstrate knowledge of DEC Recommended Practices that promote engagement of all children in creative activities.</p>	<p><i>DEC Recommended Practices</i> http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf</p>	<p>These practices provide guidance to educators and families about the most effective ways to improve the learning outcomes and promote the development of children birth through five years of age, who have or are at-risk for developmental delays or disabilities.</p>	<p>Activities should focus on scholars demonstrating knowledge of DEC Recommended Practices that promote engagement of all children in creative activities. An example of an activity to use with this resource is as follows: <u>Activity</u> Have scholars review the <i>DEC Recommended Practices</i> and choose at least ten that specifically relate to promoting the engagement of all children in creative activities.</p>
<p>Demonstrate knowledge of best practice for embedding children’s IFSP or IEP goals within a creative activity.</p>	<p><i>Making the Most of Creative Activities for Young Children with Disabilities</i> (scenario about Nathan written within the box on page 46) http://www.naeyc.org/files/tyc/file/MitchellVol2No2NEXT.pdf</p>	<p>This scenario describes best practice for embedding children’s IEP goals within a creative activity.</p>	<p>Activities should focus on scholars demonstrating knowledge of best practice for embedding children’s IFSP or IEP goals within a creative activity. An example of an activity to use with this resource is as follows: <u>Activity</u> Have scholars read the scenario about Nathan in the article <i>Making the Most of Creative Activities for Young Children with Disabilities</i>. In this scenario, the teacher has provided props that interest Nathan and also provided explicit teaching of vocabulary skills. Because he is a child with a communication disorder, one of his IEP goals is very likely to increase his vocabulary and to practice communicating with others. The activity described helps the teacher work on his IEP goals. If the teacher encourages a few other children to come play with the props with Nathan, what is she also promoting in addition to communication, fine motor and cognitive skills? How important do you think this is to Nathan’s development?</p>

<p>Demonstrate knowledge of how teachers can embed objectives within creative activities.</p>	<p><i><u>Making the Most of Creative Activities for Young Children with Disabilities</u></i></p> <p>(page 47, paragraph O- Embedding objectives in creative activities can be accomplished by selecting specific IEP (Individualized Education Plan) objectives for individual children to work on during the activity.)</p> <p>http://www.naeyc.org/files/tyc/file/MitchellVol2No2NET.pdf</p>	<p>Information on page 47, paragraph O addresses how teachers can embed objectives in creative activities.</p>	<p>Activities should focus on how teachers can embed objectives in creative activities. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>After scholars read the paragraph describing embedding objectives in the article <i><u>Making the Most of Creative Activities for Young Children with Disabilities</u></i>, have them complete this task. Imagine that you are a teacher in an inclusive preschool setting for children three-to-four years old. One of your students named Marissa has the following goal and objective on her Individualized Education Plan (IEP).</p> <p>GOAL: Will improve her receptive communication goals to actively participate in the early childhood education environment (80% accuracy in 4 out of 5 times - Evaluation Method: Observation).</p> <p>Objective 1: Will demonstrate an understanding of at least ten basic action words using eye-gaze and/or reaching for the object or picture.</p> <p>View the video <i><u>What Does a High Quality Preschool Look Like</u></i>. Describe what you would do as the classroom teacher to help Marissa learn and use three action words as she participates in one of the creative activities you observed in the video.</p>
<p>Demonstrate knowledge of how teachers can embed objectives within creative activities.</p>	<p><i><u>What Instructional Procedures Do You See?</u></i></p> <p>(Clip 1)</p> <p>http://depts.washington.edu/hscenter/elo-procedural</p>	<p>Clip 1 shows an example of a teacher embedding an objective within a creative exploration activity.</p>	<p>Activities should focus on scholars demonstrating knowledge of how teachers can embed objectives within creative activities. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>After viewing Clip 1 of <i><u>What Instructional Procedures Do You See</u></i>, have scholars identify the embedded objective and the <u>DEC Recommended Practice</u> to which it relates.</p>

<p>Demonstrate knowledge of how teachers can embed objectives within creative activities.</p>	<p><u>What Instructional Procedures Do You See?</u> (Clip 3) http://depts.washington.edu/hscenter/elo-procedural</p>	<p>Clip 3 shows an example of a teacher embedding an objective within a creative exploration activity.</p>	<p>Activities should focus on scholars demonstrating knowledge of how teachers can embed objectives within creative activities. An example of an activity to use with this resource is as follows: <u>Activity</u> After viewing Clip 3 of <u>What Instructional Procedures Do You See</u>, have scholars identify the embedded objective and the <u>DEC Recommended Practice</u> to which it relates.</p>
<p>Demonstrate knowledge of how teachers can make adaptations and/or modifications to materials to meet the needs of individual children.</p>	<p><u>Making the Most of Creative Activities for Young Children with Disabilities</u> (pages 46 and 47 to line 24) http://www.naeyc.org/files/tyc/file/MitchellVol2No2NET.pdf</p>	<p>Information at the beginning of this article addresses how teachers can make modifications to materials to meet the needs of individual children so they can engage fully in creative activities.</p>	<p>Activities should focus on scholars demonstrating knowledge of making modifications to materials to meet the needs of individual children so they can engage fully in creative activities. An example of an activity to use with this resource is as follows: <u>Activity</u> After reading <u>Making the Most of Creative Activities for Young Children with Disabilities</u> pages 46 and 47 up to line 24, have scholars review the first 21 slides of <u>Toy Tips: Ideas and Options for Children with Special Needs</u> and create a modification to a toy or a material that would be used in an inclusive setting of three- and four-year olds.</p>
<p>Demonstrate knowledge of how teachers can make adaptations and/or modifications to materials, objectives, space, and time to meet the needs of individual children.</p>	<p><u>Making the Most of Creative Activities for Young Children with Disabilities</u> (pages 47, 48, and 49) http://www.naeyc.org/files/tyc/file/MitchellVol2No2NET.pdf</p>	<p>Information on pages 47, 48, and 49 provide information on how teachers can make modifications to materials, objectives, space, and time to meet the needs of individual children so they can engage fully in creative activities.</p>	<p>Activities should focus on scholars demonstrating knowledge of how teachers can make adaptations and/or modifications to materials, objectives, space, and time to meet the needs of individual children so they can engage fully in creative activities. An example of an activity to use with this resource is as follows: <u>Activity</u> Have scholars describe the MOST Approach to planning creative activities and provide an example.</p>

<p>Demonstrate knowledge of how teachers can embed preferences and goals of family members within creative activities.</p>	<p><u>Inclusion</u> <u>https://www.youtube.com/watch?v=x8TnKi_YblQ</u></p>	<p>This 3:46 minute video describes an inclusive preschool that embeds preferences and goals of a child’s mother within creative activities.</p>	<p>Activities should focus on scholars demonstrating knowledge of how teachers can embed preferences and goals of family members within creative activities. An example of an activity to use with this resource is as follows: <u>Activity</u> Have scholars view <u>Inclusion</u> and answer these questions. (1) How have teachers embedded preferences and goals of Avery’s mom within creative activities? To which <u>DEC Recommended Practice</u> under Interaction does this relate? (2) Teachers mention that Avery’s friend Caroline models some skills for her. To which <u>DEC Recommended Practice</u> under Instruction does this relate?</p>
<p>Demonstrate knowledge of how teachers design learning opportunities that meet the needs of individual children so they can engage fully in creative activities.</p>	<p><u>Toy Tips: Ideas and Options for Children with Special Needs</u> (slides 22-26) <u>https://ganinfo.org/docs/gan-toy-workshop.pdf</u></p>	<p>These slides provide information on universal design for learning.</p>	<p>Activities should focus on scholars demonstrating knowledge of how Universal Design for Learning helps teachers develop learning opportunities that meet the needs of individual children so they can engage fully in creative activities. An example of an activity to use with this resources is as follows: <u>Activity</u> Have scholars read slides 22-26 of <u>Toy Tips: Ideas and Options for Children with Special Needs</u> and then read the scenario <u>Picture This: Universal Design for Learning in an Inclusive Preschool</u>. Have them document the teacher-designed learning opportunities described in the scenario that met the needs of individual children so they could engage fully in creative activities.</p>

<p>Demonstrate knowledge of how teachers design learning opportunities that meet the needs of individual children so they can engage fully in creative activities.</p>	<p><u>Start with the Arts</u> (pages 7 and 8)</p> <p><u>http://www.kennedy-center.org/education/vsa/resources/SWTA%20Book%20-%201%20Introduction%20-%20Accessible.pdf</u></p>	<p>These pages provide information on universal design for learning.</p>	<p>Activities should focus on scholars demonstrating knowledge how Universal Design for Learning (UDL) helps teachers develop opportunities that meet the needs of individual children so they can engage fully in creative activities. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u> When teachers follow the principles of UDL, they design activities in which all learners will be able to participate, instead of designing activities where most learners will be engaged but changes need to be made for others. After reading pages 7 and 8 of <u>Start with the Arts</u>, have scholars review <u>Examples of Ways to Incorporate UDL into Activities</u>. Ask scholars to document reasons why these examples might appeal to all children in the classroom, not just those with disabilities.</p>
<p>Demonstrate knowledge of how teachers design learning opportunities that meet the needs of individual children so they can engage fully in creative activities.</p>	<p><u>Start with the Arts</u> (pages 9, 10, and 11)</p> <p><u>http://www.kennedy-center.org/education/vsa/resources/SWTA%20Book%20-%201%20Introduction%20-%20Accessible.pdf</u></p>	<p>These pages provide information on differentiated instruction.</p>	<p>Activities should focus on scholars demonstrating knowledge how Differentiated Instruction helps teachers develop learning opportunities that meet the needs of individual children so they can engage fully in creative activities. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u> After reading pages 9 and 10 of <u>Start with the Arts</u>, have scholars document at least two of Gardner's Intelligences that represent their strengths or preferences. How do these strengths affect how they learn and their professional life choices?</p>

<p>Demonstrate knowledge of how teachers design learning opportunities that meet the needs of individual children so they can engage fully in creative activities.</p>	<p><u>Start with the Arts</u> (pages 11, 12, 13) <u>http://www.kennedy-center.org/education/vsa/resources/SWTA%20Book%20-%201%20Introduction%20-%20Accessible.pdf</u></p>	<p>Pages 11, 12, and 13 provide information on the philosophy of <i>Start with the Arts</i> as well as the focus and benefits of its lessons for fully engaging children in creative classroom activities.</p>	<p>Activities should focus on scholars demonstrating knowledge of how <i>Start with the Arts</i> activities meet the needs of individual children so they can engage fully in creative activities. An example of an activity to use with this resource is as follows. <u>Activity</u> After reading <u>Start with the Arts</u> pages 11, 12, and 13, have scholars complete the questions and tasks below: (1) What is the philosophy of <i>Start with the Arts</i>? (2) What is the example of tiered instruction provided by the authors? (3) What is the focus of <i>Start with the Arts</i> lessons? (4) How do the arts create a language-rich classroom? (5) Imagine that you are the lead teacher in an inclusive preschool classroom and are planning to use <i>Start with the Arts</i> activities this year. At Parent Night, you want to tell your families a little bit about the benefits of the arts, specifically in promoting the development of cognitive, linguistic, motor, social, and emotional skills. Prepare a short PowerPoint presentation that will provide this information for your parents.</p>
<p>Demonstrate knowledge of best practice for involving families in planned creative activities.</p>	<p><u>Start with the Arts</u> (pages 19 to 34) <u>http://www.kennedy-center.org/education/vsa/resources/SWTA%20Book%20-%201%20Introduction%20-%20Accessible.pdf</u></p>	<p>Pages 19 to 34 provide information on best practice for involving families in planned creative activities.</p>	<p>Activities should focus on scholars demonstrating knowledge of best practice for involving families in planned creative activities. An example of an activity to use with this resource is as follows: <u>Activity</u> After reading pages 19 and 20 of <u>Start with the Arts</u>, have scholars answer the following questions: (1) Why must educators be aware of and responsive to the needs and priorities of children’s families? (2) What accompanies each lesson to facilitate family members taking an active role in conversations about art activities and continuing the learning in the home setting? (3) What is included in the family letter? (4) On what pages can you find examples of Family Letters and Art Boxes?</p>

<p>Demonstrate knowledge of how teachers can incorporate creative activities into their classrooms that meet the needs of all learners.</p>	<p>Start with the Arts (pages 22 to 25)</p> <p>http://www.kennedy-center.org/education/vsa/resources/SWTA%20Book%20-%201%20Introduction%20-%20Accessible.pdf</p>	<p>Pages 22 to 25 provide information on how teachers can incorporate creative activities into their classrooms that meet the needs of all learners.</p>	<p>Activities should focus on scholars demonstrating knowledge of how teachers can incorporate creative activities into their classrooms that meet the needs of all learners. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u> After scholars read pages 22 to 25 of Start with the Arts, have them answer the following questions:</p> <ol style="list-style-type: none"> (1) How could you tailor an activity to include both visual arts and creative dramatics? (2) What is an example of an arts activity designed to relate to a current event? (3) How can you develop an arts activity that matches students' experiences with materials? (4) What questions do you need to address when planning an arts activity that includes children with physical disabilities? Cognitive Disabilities? Emotional Disabilities?
<p>Demonstrate use of people-first language.</p>	<p>Start with the Arts (pages 36 to 37)</p> <p>http://www.kennedy-center.org/education/vsa/resources/SWTA%20Book%20-%201%20Introduction%20-%20Accessible.pdf</p>	<p>Pages 36 and 37 provide information on the use of people-first language.</p>	<p>Activities should focus on scholars demonstrating use of people-first language. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u> After scholars read pages 36 and 37 of Start with the Arts, have them change the following titles of YouTube videos to person-first language:</p> <ol style="list-style-type: none"> (1) <i>Blind Children's Learning Center</i> (2) <i>Children's Center for the Visually Impaired</i> (3) <i>Visually Impaired Children Awareness</i> (4) <i>Using Visuals to Teach Autistic Students</i> (5) <i>How to Teach Social Skills to Autistic Children</i> (6) <i>How to Help a Struggling Reader</i> (7) <i>Mother Discussing How Reading Horizons Helped Dyslexic Son How to Read</i> (8) <i>Special Needs Kids and the Power of Play</i> (9) <i>Raising Awareness for those Suffering Intellectual Abilities</i> (10) <i>Disability Advocate Argues Relentlessly with Emotionally Distraught Autistic Woman</i>

<p>Demonstrate knowledge of strategies for preparing an inclusive learning environment where all children can participate fully in creative activities.</p>	<p><i>Start with the Arts</i> (pages 37 to 535)</p> <p>http://www.kennedy-center.org/education/vsa/resources/SWTA%20Book%20-%201%20Introduction%20-%20Accessible.pdf</p>	<p>Pages 37 to 535 provide information on strategies for preparing an inclusive learning environment where all children can participate fully in creative activities.</p>	<p>Activities should focus on scholars demonstrating knowledge of strategies for preparing an inclusive learning environment where all children can participate fully in creative activities. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u> Have scholars use the information from <i>Start with the Arts</i> to develop a lesson plan that ensures the success of all students. Scholars should make sure they include differentiated instruction to meet the needs of at least one student identified as having a disability in one of the IDEA categories.</p>
---	--	--	---



Additional Resources

Booklets

- (1) [Musical Activities for Early Childhood Inclusion](#) is a compilation of lesson plans for musical activities perfect for an inclusive early childhood setting.
- (2) The goal of [rec: Resources for Education: Early Children Building Blocks](#) is to build a common understanding of Universal Design for Learning.
- (3) Guide to [Promoting Inclusion in Early Childhood Programs](#) contains information on serving children birth-to-five years of age in inclusive settings.

Mini-Course

The goal of [Inclusive Schools Network Inclusion Basics Web Course](#) is to build a common understanding of inclusion.

Video

[Child Observation](#) is a 6:01 minute video showing an educator promoting language through an open-ended finger painting activity.

Video Library

[Inclusive Education Video Series](#) consists of nine videos that are each approximately five minutes long and provide information on a variety of inclusive education topics such as differentiated instruction, universal design for learning, use of assistive technology, scaffolding, response to intervention, and using a positive behavior approach. Although produced in Alberta, Canada, the information generalizes to all education systems and levels.

Websites

- (1) The [Kennedy Center Website: Resources for Educators and Parents](#) is designed to help educators and parents gain information on the relationship of arts, education, and disabilities.
- (2) The [Do 2 Learn](#) website provides thousands of pages of social skills, songs, behavior support information, cue cards, academic material, and transition guides for employment and life skills.
- (3) [Inclusive Schools Network](#) site is useful for educators and parents and includes an inclusion basics web course, an interactive inclusion glossary, and strategies for inclusion podcast as well as a self-assessment tool designed to provide schools with a guide for reviewing their current practices regarding inclusive education.



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.
- 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 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.

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.

Recommended Practices for Teaming and 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.



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.



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.