



Infused Course Calendar

Health, Safety, and Nutrition

Topic	Resource	Resource Description	Activity
<p>Demonstrate knowledge of resources that provide information to support best practices for early childhood educators in the areas of health and safety.</p>	<p>Centers for Disease Control and Prevention http://www.cdc.gov/</p>	<p>Information to support best practices for early childhood educators in the areas of health and safety may be found at this website under Diseases and Conditions and More CDC Topics: Environmental Health.</p>	<p>Activities should focus on scholars demonstrating knowledge of where to find information on the Centers for Disease Control and Prevention website. An example of an activity to use with this resource is as follows: Activity Have scholars provide information for the following scenario. Imagine that your director has just told you that a child on the autism spectrum will soon be joining your classroom. Describe five resources on the Centers for Disease Control and Prevention website that will support your implementation of high quality practices in an early childhood inclusive setting. Include how you found these resources.</p>
<p>Demonstrate knowledge of resources that provide information to support best practices for early childhood educators in the areas of health, nutrition and safety.</p>	<p>PACER CENTER http://www.pacer.org/</p>	<p>Categories in which information relating to health, safety and nutrition may be found at this website are special education information, IEP/504; children’s mental health; health information center; and, early childhood information.</p>	<p>Activities should focus on scholars demonstrating knowledge of where to find information on the PACER CENTER website. An example of an activity to use with this resource is as follows: Activity Have scholars complete the <i>How Well Do You Know Your Mental Health Facts?</i> quiz found on the PACER CENTER: Children’s Mental Health and Emotional or Behavioral Disorders Project: Inspiring Opportunities webpage and write a short report on two links that will support their implementation of high quality practices in an early childhood inclusive setting.</p>



<p>Demonstrate knowledge of resources that provide information to support best practices for early childhood educators in the areas of health, nutrition and safety.</p>	<p>Healthychildren.org https://www.healthychildren.org/English/Pages/default.aspx</p>	<p>This website provides information on ages and stages from birth to 21 years, healthy living, safety and prevention, family life, and health issues.</p>	<p>Activities should focus on scholars demonstrating knowledge of where to find information on the Healthychildren.org website. An example of an activity to use with this resource is as follows: <u>Activity</u> Have scholars explore the Healthychildren.org website and report on two resources they found by using the searchable database that will support their implementation of best practices in an early childhood high quality inclusive setting.</p>
<p>Demonstrate knowledge of resources that provide information to support best practices for all families and practitioners in the areas of health, nutrition and safety.</p>	<p>PACER CENTER: Children's Mental Health and Emotional or Behavioral Disorders Project: Inspiring Opportunities http://www.pacer.org/cmh/</p>	<p>This PACER CENTER website page offers information on PACER's Inspiring Opportunities Project that brings together parents, youth, and professionals to help families receive the resources and support their children need.</p>	<p>Activities should focus on scholars demonstrating knowledge of how to use information linked to this PACER CENTER website page. An example of an activity to use with this resource is as follows: <u>Activity:</u> Have scholars complete a poster board or Prezi presentation giving an overview of the different types of information and advice they can acquire following links on the PACER CENTER: Children's Mental Health and Emotional or Behavioral Disorders Project: Inspiring Opportunities webpage.</p>

<p>Demonstrate knowledge of resources that provide information to support best practices for all families and practitioners in the areas of health, nutrition and safety.</p>	<p>PACER CENTER: Family-to-Family Health Information Center</p> <p>http://www.pacer.org/health/</p>	<p>PACER’s Family-to-Family Health Information Center (F2F HIC) provides a central source for families of children and young adults with special health care needs and disabilities to obtain support, advocacy, and information about the health care system.</p> <p>[From website]</p>	<p>Activities should focus on scholars demonstrating knowledge of how to use information linked to this PACER CENTER website page. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>Have scholars read over the webpage information at PACER CENTER: Family-to-Family Health Information Center and view the 2:19 minute video My Care: Tracy and Sami W. in Appleton, Wisconsin. Then present them with the following scenario: Imagine that your director has just informed you that Sami will be joining your classroom. As his teacher, collaboration and team work will be very important in meeting his needs. Document a list of individuals you will want to contact to act as part of his team by contributing their own unique expertise and knowledge. Write questions you have for each team member that will provide you with critical information to enhance his development and learning in your classroom.</p>
<p>Demonstrate knowledge of resources that provide information to support best practices for all families and practitioners in the areas of health, nutrition and safety.</p>	<p>California Childcare Health Program</p> <p>http://www.ucsfchildcarehealth.org/</p>	<p>Publications and resources on this website include fact sheets for families, forms, health and safety notes, illness sheets, newsletters, public policy reports, and training curricula, among others. The searchable database allows the user to search for resources by topic.</p>	<p>Activities should focus on scholars demonstrating knowledge of how to use information found on the California Childcare Health Program website. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>Have scholars document as an educator in an inclusive early childhood setting how they would use the following publications and resources on the California Childcare Health Program website.</p> <ul style="list-style-type: none"> ▪ Fact Sheets on Autism, Cerebral Palsy, Child Abuse and Neglect, Failure to Thrive, and Fetal Alcohol Spectrum Disorders ▪ Special Health Care Plan ▪ Quality Inclusive Childcare Checklist ▪ Information Exchange on Children with Health Concerns Form

<p>Demonstrate knowledge of why collaboration and specialized support staff are needed to promote health, safety, and nutrition in early childhood inclusive settings.</p>	<p>NC Child Care Health and Safety Resource Center http://healthychildcarenc.org/</p>	<p>This website provides information about what child care health consultants do and how to locate a child care health consultant in your area. Information from this website will help scholars learn why it is so important for inclusive early childhood settings to employ full-time support specialists who collaborate to plan and implement best practices for children with diverse abilities.</p>	<p>Activities should focus on scholars demonstrating knowledge of why collaboration and specialized support staff are needed to promote health, safety, and nutrition in early childhood inclusive settings. An example of an activity to use with this resources is as follows: <u>Activity</u> Have scholars read <i>An All Inclusive Childcare Program: Collaboration Improves Quality</i> on page 6 of NC Child Care Health and Safety Bulletin, Winter 2012, found on the NC Child Care Health and Safety Resource Center website. Then have them document answers to the following tasks and questions:</p> <ul style="list-style-type: none"> ▪ Provide an example of how the Sandhills Children’s Center serves children with diverse health and nutritional needs, ▪ Describe how the Sandhills Children’s Center provides an “inclusive program,” ▪ How long would it take you to drive to Sandhills from your home? <p>Have scholars view CONNECT Video 1.5: Routine in a Program-Enjoying Mealtime as an example of how a Family Early Childhood Consultant helps meet family and teacher goals in the classroom setting.</p>
<p>Demonstrate knowledge of why collaboration and specialized support staff are needed to promote health, safety, and nutrition in early childhood inclusive settings.</p>	<p>Medication Safety in Connecticut’s Childcare Programs: A Provider’s View http://www.youtube.com/watch?v=Zl7HfAe36rw</p>	<p>This 3 minute video provides insight into the benefit of having nurse consultants on-site in early childcare settings. Although the speaker is talking about Connecticut Child Care programs, her suggestions would benefit child care programs in all states.</p>	<p>Activities should focus on scholars demonstrating knowledge of why collaboration and specialized support staff are needed to promote inclusion in early childhood settings. An example of an activity to use with this resource is as follows: <u>Activity</u> After viewing Medication Safety in Connecticut’s Childcare Programs: A Provider’s View, have scholars read page four of Outcome Evaluation: Healthy Child Care Colorado, 2002. Have them find and document the seven ways early childhood directors and nurses say nurse consultants are impacting health and safety in centers.</p>

<p>Demonstrate knowledge of why collaboration and specialized support staff are needed to promote health, safety, and nutrition in early childhood inclusive settings.</p>	<p>Disability Rights: online NEWS, May 2010 http://www.ada.gov/newslet/r0510.pdf</p>	<p><i>Disability Rights Online News</i> is a bi-monthly update about activities in the area of disability rights. The publisher of this newsletter is the Civil Rights Division of the U.S. Department of Justice which enforces laws prohibiting discrimination based on disability in employment, housing, access to businesses serving the public, access to government programs and services, including voting and public transportation and unconstitutional conditions in institutions of confinement.</p>	<p>Activities should follow-up on the concept of best practices in early childhood settings, specifically the need to provide specialized support to promote inclusion of children with health needs. This concept was introduced in Medication Safety in Connecticut's Childcare Programs: A Provider's View. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u> Have scholars read the article Ohio Child Care Center will Revise Medication Policy that Discriminated Against Children with Asthma on page three of Disability Rights: online NEWS, May 2010, and answer the following questions:</p> <ul style="list-style-type: none"> ▪ To what agency was the complaint filed? ▪ What was the nature of the complaint? ▪ Why did the center's policy discriminate against children with specialized health needs? ▪ What did the center agree to do to ensure that children with disabilities have an equal opportunity to attend and participate in all programs, services, or activities? ▪ How is the ADA different from the IDEA? Scholars may refer to A Comparison of ADA, IDEA, and section 504 and 504 and ADA to answer this question.
<p>Demonstrate knowledge of the benefits of inclusive early childhood education in promoting the mental health of all children, including those with diverse abilities.</p>	<p>Welcoming All Children: Inclusive Child Care (first 6:17 minutes) https://www.youtube.com/watch?v=-ezKhFUFmbI</p>	<p>In the first 6:17 minutes of this video, early childhood inclusion is defined; benefits to children, families, and educators are discussed; and, methods for finding training opportunities are described. Interviews with educators and footage of real life experiences in an inclusive early childhood setting are included.</p>	<p>Activities should focus on scholars demonstrating knowledge of the benefits of inclusive early childhood education in promoting the mental health of all children. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u> After viewing the first 6:17 minutes of Welcoming All Children: Inclusive Child Care, have scholars document answers to the following questions:</p> <ol style="list-style-type: none"> (1) How does an inclusive early childhood setting promote the mental health of all students? Parents? Early childhood educators? (2) In what area did the narrator say that accommodations might need to be made for a child with a disability in an inclusive early childhood setting? (3) On this video, what advice is given on training opportunities?

<p>Demonstrate knowledge of the evidence-based practices for early childhood inclusive education that promote the mental health of all children including those with diverse abilities.</p>	<p><u>Welcoming All Children: Inclusive Child Care</u> (frames 6:17 to 10:14)</p> <p><u>https://www.youtube.com/watch?v=-ezKhFUFmbI</u></p>	<p>In frames 6:17 to 10:14 of this video, early childhood best practices of using person first language, using materials that depict children with diverse abilities, and encouraging acceptance of all are described and shown in the real life setting of an inclusive early childhood classroom.</p>	<p>Activities should focus on scholars demonstrating knowledge of the evidence-based practices for early childhood inclusive education that promote the mental health of all children. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>Have scholars view <u>Welcoming All Children: Inclusive Child Care</u>, frames 6:17 to 10:14, review the <u>2014 DEC Recommended Practices, and</u> then complete the following assignment:</p> <p>Some early childhood researchers refer to inclusion as “blended practices” to indicate that a high-quality early childhood environment blends developmentally appropriate practices with DEC Recommended Practices. In frame 6:44 of the video <u>Welcoming All Children: Inclusive Child Care</u>, an early childhood educator states, “A good activity for children with special needs is a good activity for all the children.” What are three practices mentioned in this video from frame 6:48 to frame 10:14 specific to children with disabilities that can be blended into any early childhood setting? How do these practice relate to the DEC Recommended Practices organized under Interaction (INT)? How do these practices relate to the mental health of all children?</p>
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<p>Demonstrate knowledge of best practices for preparing an early childcare program to serve all children including those with special health and mental health needs.</p>	<p><u>Welcoming All Children: Inclusive Child Care</u> (frames 10:14 to 15:03)</p> <p><u>https://www.youtube.com/watch?v=-ezKhFUFmbI</u></p>	<p>In frames 10:14 to 15:03 of this video, best practices for preparing an early childcare program for children with diverse abilities are described and shown in the real life setting of an inclusive early childhood classroom.</p>	<p>Activities should focus on scholars demonstrating knowledge of best practices for preparing an early childcare program to serve all children including those with special health and mental health needs. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u> After viewing <u>Welcoming All Children: Inclusive Child Care</u>, frames 10:14 to 15:03, have scholars complete the following tasks and questions:</p> <ul style="list-style-type: none"> ▪ The narrator mentions best practices for preparing an early childcare program for children with diverse abilities. Which ones relate to each DEC Recommended Practice listed below? <ul style="list-style-type: none"> ○ <u>DEC Recommended Practice F4</u>: <i>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.</i> ○ <u>DEC Recommended Practice F5</u>: <i>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.</i> ▪ How does <u>The Americans with Disabilities Act</u> ensure the rights of children with special health and mental health needs to an inclusive education? ▪ As a director of a preschool center, what steps would you take to make sure you are able to provide a high quality education for all children?
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<p>Demonstrate knowledge of strategies for making accommodations to promote the mental and physical health of all children, including those with diverse abilities.</p>	<p><i>Welcoming All Children: Inclusive Child Care</i> (frames 15:03 to 20:43)</p> <p>https://www.youtube.com/watch?v=-ezKhFUFmbI</p>	<p>In frames 15:03 to 20:43, strategies are reviewed for making accommodations to promote the mental and physical health of all children.</p>	<p>Activities should focus on scholars demonstrating knowledge of strategies for making accommodations to promote the mental health and physical health of all children. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u></p> <p>After viewing <i>Welcoming All Children: Inclusive Child Care</i>, frames 15:03 to 20:43, have scholars answer the following questions:</p> <ul style="list-style-type: none"> ▪ What should you do if a child in your class is having trouble communicating? ▪ What does the narrator recommend you do to prompt and reinforce the use of good language skills? ▪ How do you promote full engagement in activities for a child whose motor development is delayed or who has a motor disability? ▪ Why is it important for a child having difficulty with one or more of the learning processes to be near and involved with other typically developing peers? ▪ Why is it important to children receiving emotional, behavioral, and social supports that teachers match their expectations to the child's capabilities? ▪ What should you do if a child is slow to acquire adaptive skills? ▪ What recommendations are offered related to choosing toys? ▪ What recommendations are made for making simple changes to activities so all children may have access to the appropriate experiences that make childhood an exciting time?
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<p>Provide examples for DEC Recommended Practices.</p>	<p>DEC Recommended Practices 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 providing examples for DEC Recommended Practices. A suggested activity to use with this resource is as follows: <u>Activity</u> Have scholars match DEC Recommended Practices with examples from Welcoming All Children: Inclusive Child Care using the <i>Matching DEC Recommended Practices and Examples Activity</i> found in Appendix A.</p>
<p>Demonstrate knowledge of how adaptive equipment, team collaboration, the Individualized Family Support Plan (IFSP), and the Individualized Education Program (IEP) support the promotion of mental and physical health for all children, including those with diverse abilities.</p>	<p>Welcoming All Children: Inclusive Child Care (frames 20:43 to 27:00) https://www.youtube.com/watch?v=-ezKhFUFmbI</p>	<p>In frames 20:43 to 27:00, information is provided on how adaptive equipment, team collaboration, the Individualized Family Service Plan (IFSP), and the Individualized Education Program (IEP) support the promotion of mental and physical health for all children, including those with diverse abilities.</p>	<p>Activities should focus on scholars demonstrating knowledge of how adaptive equipment, team collaboration, the Individualized Family Service Plan (IFSP), and the Individualized Education Program (IEP), support the promotion of mental and physical health for all children, including those with diverse abilities. An example of an activity to use with this resource is as follows: <u>Activity</u> After viewing Welcoming All Children: Inclusive Child Care, frames 20:43 to 27:00, have scholars answer the following questions:</p> <ul style="list-style-type: none"> ▪ What are some of the reasons adaptive equipment is used in the classroom? ▪ What are the benefits of a speech-language pathologist providing support in the classroom setting rather than pulling a child out of the classroom? ▪ Children with disabilities, mental illness, or special health care concerns often require support that should be designed by groups of people working together. List individuals who might be a part of a child’s support team. ▪ Who develops the IFSP? ▪ Who develops the IEP? ▪ If a child has special health care needs, what document will they have in addition to the IFSP or IEP? ▪ As the teacher of a child with a disability, name the different roles you play at an IFSP or IEP meeting? ▪ Why is communication with parents and therapist crucial to meeting a child’s needs?

<p>Demonstrate knowledge of the benefits of early childhood inclusion, best practices for inclusion, specific strategies to match children’s individual strengths and needs, and teaming.</p>	<p>Welcoming All Children: Creating Inclusive Child Care http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/WelcomingAllChildrenRevisedEdition2014.pdf</p>	<p>This 48 page booklet revised by the Community Integration Committee of the First Steps Interagency Coordinating Council offers information on benefits of early childhood inclusion, best practices for inclusion, specific strategies to match children’s individual strengths and needs, and teaming.</p>	<p>Activities should focus on scholars demonstrating knowledge of benefits of early childhood inclusion, best practices for inclusion, specific strategies to match children’s individual strengths and needs, and teaming. An example of an activity to use with this resource is as follows:</p> <p><u>Activity</u> Have scholars review Welcoming All Children: Creating Inclusive Child Care and create a list of questions they would ask if they were interviewing for a teaching position at a center that the director described as “an inclusive early childhood setting.”</p>
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Appendix A

Matching DEC Recommended Practices and Examples Activity

Directions: Place the example number next to the DEC Recommended Practice it represents.

DEC Recommended Practice	Example Number
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.	
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.	
INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.	
INS8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.	
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.	
INS3. Practitioners gather and use data to inform decisions about individualized instruction.	
INS1. Practitioners, with the family, identify each child’s strengths, preferences, and interests to engage the child in active learning.	
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.	
INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.	
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.	



Examples:

- (1) Help children acquire problem-solving skills that will help him/her gain the ability to form friendships independently.
- (2) If a child is not able to play with a certain toy or take part in an activity teachers use their creativity to find new ways to support the child's participation.
- (3) Place yourself face-to-face with a child to increase the number of cues (s)he receives.
- (4) Talk about what you are doing and ask the child to talk about what (s)he is doing.
- (5) Add new information slowly and clearly and allow enough time for the child to process and understand what is being said.
- (6) Look for ways to provide special positioning or handling so that a child is able to interact with other children or play with toys.
- (7) If a child needs more repetition or learns at a slower pace, look for opportunities to keep her or him involved with and/or near other children in order to provide extra social interaction.
- (8) Children with behavioral, social, or emotional disabilities need those who care for them to match their expectations to the child's capabilities. Children may become frustrated if they are asked to do something too difficult for them at that time.
- (9) Provide opportunities for children to practice adaptive skills during the normal routine of the day. Have them take off and put on their paint smocks and put on their coats and boots independently when it is time for outdoor play.
- (10) Children with differing abilities should be able to play in, on, or with a toy with little or no help. It is more important that each child be able to be creative with a toy than it is for all children to do the same thing or play the same way with a toy. Children need to play with toys that encourage them to communicate and interact with others. Important skills are acquired during the give and take of play activity.



Additional Resources

Websites

- (1) The [Desired Results access Project](#) website may be used to address concepts presented in Health, Safety, and Nutrition. It supports special educators, administrators, and families in implementing the California Department of Education’s Desired Results Assessment System for all infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system and all preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs). The website contains information that will help educators in all states provide quality programming and practices in early childhood inclusive setting.
- (2) The [Information About Children Who Have Special Needs](#) website offers information of particular interest under [Preschool Exceptional Children](#) and [What to Look for in a High-Quality Inclusive Pre-Kindergarten and Kindergarten Prosocial Learning Environment](#).
- (3) [Inclusion Resources](#) includes the article “A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC),” questions and answers about the *Americans with Disabilities Act*, and helpful websites on inclusion topics.

Forms

Examples of Health Care forms may be retrieved from http://ncchildcare.nc.gov/pdf_forms/DCD-0377.pdf and http://www.idph.state.ia.us/hcci/common/pdf/nac/infant_toddler_exam_form.pdf

Videos

The [Infant Nutrition in the Childcare Setting](#), a 9:03 minute video, provides best practices for infant feeding in an inclusive child care setting.

[CONNECT Video 1.20: Routine in a Program-Eating Lunch](#), a 2:02 minute video, shows how a communication device helps a child comment and make requests during school at mealtime.

[Embracing Our Future: Matthew’s Story](#), a 3:35 minute video, highlights a child who received the full range of health services offered by Head Start/Early Head Start programs. It demonstrates how one Head Start program's partnership with a community organization and a local dentist on the Health Services Advisory Committee assisted a child in receiving dental care.



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.