



Infused Course Calendar

Introduction to Early Childhood Education

Topic	Resource	Resource Description	Activity
<p>Demonstrate understanding of the early childhood profession, particularly how historical events as well as philosophical and social changes have led to increased opportunities for all children to experience a high-quality early childhood education.</p>	<p><i>History of Special Education</i> https://www.youtube.com/watch?v=9tG1jLz2ess</p>	<p>This 7:12 minute video by Dr. Brent Daigle at the Tift College of Education at Mercer College provides information on events that led to children with disabilities receiving guaranteed rights to a free and appropriate education. The Individuals with Disabilities Education Act (IDEA) is mentioned and briefly described in the video.</p>	<p>Activities should focus on extending scholar knowledge of the Individuals with Disabilities Education Act (IDEA) and their role in making sure provisions of the IDEA are being met. An example of one such activity is as follows: Activity After viewing the <i>History of Special Education</i> video, read and discuss: <i>What Every General Education Teacher Must Know about Special Education Law</i> retrieved from http://0042a35.netsolhost.com/pdf/What%20Every%20Gen%20Ed%20Teacher%20Should%20Know....pdf. As an early childhood teacher, what are your responsibilities related to the Individuals with Disabilities Education Act (IDEA)?</p>
<p>Demonstrate understanding of the variety of program types available today and their respective licensing/standards requirements.</p>	<p><i>Foundations of Inclusion Birth to 5</i> http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five</p>	<p>This 14 minute video from <i>The Center to Mobilize Early Childhood Knowledge (CONNECT) Modules</i> retrieved from http://community.fpg.unc.edu/connect-modules provides information on inclusion.</p>	<p>Activities should focus on the role of the teacher in an inclusive setting to make sure that all students have access to all materials, activities, and equipment; that they participate fully in activities and the curriculum; and, that they receive support to achieve. Activities should focus on how scholars will do that and where they will find resources to help them. An example of one such activity is as follows: Activity According to <i>Foundations of Inclusion Birth to 5</i> video, as a teacher in an inclusive classroom, you are responsible for knowing the laws and rights of all your students in having full access, developing the skills you need to ensure that all students are able to participate fully in activities and the curriculum, and finding the support your students need to succeed both socially and academically. Name two resources CONNECT suggests to help you meet these responsibilities.</p>

Topic	Resource	Resource Description	Activity
<p>Discuss what is meant by the terms developmentally appropriate practices (DAP) and embedded interventions as they relate to the domains of development for ALL young children.</p>	<p><i>Embedded Interventions: Practice Definition</i> http://community.fpg.unc.edu/connectmodules/learners/module-1/step-3/a-definition/a.-practice-definition</p>	<p>This webpage from <i>The Center to Mobilize Early Childhood Knowledge (CONNECT) Modules</i> retrieved from http://community.fpg.unc.edu/connect-modules provides a definition of embedded interventions along with five short videos showing examples.</p>	<p>Activities should focus on the role of the teacher in providing embedded interventions for all students. An example of an activity to help scholars identify and describe early childhood embedded interventions is as follows: Activity Watch each video on the <i>Embedded Interventions</i> CONNECT webpage. Then identify and describe the different ways adults support children’s development and learning through daily routines and activities.</p>
<p>Evaluate early childhood environments by means of observation, rating scales and program types.</p>	<p><i>Quality Indicators of Inclusive Early Childhood Programs/Practices</i> (compilation of resources) http://www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf</p>	<p>This booklet from the National Early Childhood Technical Assistance Center presents available resources and indicators of high quality inclusive practices.</p>	<p>Activities should focus on the role of the teacher in making sure that his or her classroom offers a high quality environment for all children including those with disabilities. An example of an activity to help scholars learn quality indicators of inclusive early childhood programs is as follows: Activity (1) Read page 3 of <i>Quality Indicators of Inclusive Early Childhood Programs/Practices</i>; (2) Review the three elements necessary to ensure that the needs and priorities of infants and young children with disabilities and their families are met in inclusive opportunities; (3) On the SpecialQuest website, click on and watch the video <i>Preview of School Inclusion</i> retrieved from http://ncoe.pointinspace.com/trainingmaterials/; (4) Provide one observed example for each of the three elements identified on page 3 of the booklet <i>Quality Indicators of Inclusive Early Childhood Programs/Practices</i>.</p>

<p>Explain the value of a research base to support teaching practice.</p>	<p><u>Early Childhood Program Effectiveness</u> https://www.youtube.com/watch?v=0vosv1VBNUw</p>	<p>This 4:56 minute video from the Center on the Developing Child (http://developingchild.harvard.edu) features HGSE Professor Hiro Yoshikawa outlining basic concepts from four decades of program evaluation research which help explain how society can ensure that children have a solid foundation for a productive future by creating and implementing effective early childhood programs and policies.</p>	<p>Activities should focus on how professionals can use data to support the continued funding for quality early childhood programs. An example of an activity to help scholars learn the importance of research is as follows: <u>Activity</u> After watching the video <u>Early Childhood Program Effectiveness</u>, identify the facts that are most convincing in arguing for continued support of quality early childhood programs for all children.</p>
<p>Explain the principles and importance of positive behavior guidance.</p>	<p><u>CONNECT Modules: Video 7.14: Using an Incentive Program with Sammy</u> http://community.fpg.unc.edu/connectmodules/resources/videos/video-7-14</p>	<p>This 1:58 minute video shows a teacher using an incentive system with a child who needs some additional behavior support.</p>	<p>Activities should focus on evidence-based practices for guiding behavior. One activity to help scholars learn an intervention and how to implement it well is as follows: <u>Activity</u> Often, when a teacher says positive reinforcement doesn't work in his/her classroom, it's because of the way it is being implemented. After watching this video, identify what the teacher is doing to support Sammy's incentive system.</p>

<p>Describe the characteristics and roles of effective early childhood practitioners.</p>	<p>CONNECT Module 3: Communication for Collaboration</p> <p>http://community.fpg.unc.edu/connectmodules/learners/module-3</p>	<p>This module describes effective practices for communicating with professionals and families in the context of early education and intervention.</p>	<p>Activities should focus on helping scholars identify and practice skills needed to effectively communicate with professionals and families in the context of early childhood education. Tasks include attending and active listening, seeking and verifying information, and joining and supporting.</p> <p><u>Activity</u></p> <p>The video and activity for seeking and verifying information may be retrieved from:</p> <p>http://community.fpg.unc.edu/connect-modules/learners/module-3/step-3/a-definition/seeking-and-verifying-information (video-3 min.) and</p> <p>http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-3-4a.pdf/view (activity).</p>
<p>Describe best practices in an inclusive setting including the use of assistive technology.</p>	<p>Assistive Technology for Young Children: A Parent's Perspective</p> <p>http://www.youtube.com/watch?v=Y2QToNdic54</p>	<p>This 6:24 minute video from the University of Colorado: Assistive Technology Partners website provides the perspective of two parents, Ed and Christine Quayle, on the use of assistive technology to support the needs of their son Brian. This video underlines the significant role assistive technology can play in helping a child with disability gain independence and empowerment.</p>	<p>Activities should build on the role of the teacher in making sure that all students have access to all materials, activities, and equipment; that they participate fully in activities and the curriculum; and, that they receive support to achieve. This includes being knowledgeable about the use of assistive technology. One multistep activity that may be used with this video is as follows:</p> <p><u>Activity</u></p> <p>Watch the video Assistive Technology for Young Children: A Parent's Perspective and note what types of assistive technology help Brian communicate, make independent choices, participate in activities, self-initiate activities, and engage in activities on his own. How has this improved his life, according to his parents? Now check out examples of assistive technology adaptations found in CONNECT Module 5 at http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-5-3.pdf/view and examples of assistive technology equipment at http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-5-2.pdf/view</p>

<p>Articulate the importance of on-going professional development goals.</p>	<p>CONNECT Module 5: Assistive Technology: <u>Video 5.1: The Family Childcare Provider's Viewpoint</u> http://community.fpg.unc.edu/connectmodules/resources/videos/video-5-1 <u>Video 5.2: The Family's Viewpoint</u> http://community.fpg.unc.edu/connectmodules/resources/videos/video-5-2</p>	<p>Each of these two videos from CONNECT Module 5 is about 2 minutes long and presents a dilemma. The dilemma centers on the importance of educator's staying current with information about the use of assistive technology to promote the development and learning of children with disabilities. This can be done through ongoing professional development.</p>	<p>Activities should focus on the importance of ongoing professional development to stay current with best practices for promoting the development and learning of children with disabilities. An activity is provided for scholars to complete after viewing the two videos. <u>Activity</u> (1) The dilemma presented in these two videos may be documented by having scholars complete <u>CONNECT Module 5.1a Activity</u> retrieved from http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-5-1a.pdf. (2) Once scholars have completed Activity 5.1a, they may apply the dilemma to the importance of ongoing professional development. Have them review the 2014 DEC Recommended Practices and identify which practices relate to this dilemma. Practices may be retrieved from http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf and also appear at the end of this document.</p>
<p>Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.</p>	<p><u>The National Professional Development Center on Inclusion</u> https://www.youtube.com/watch?v=iVv7W1Fj-E</p>	<p>In this 3:37 minute video, Dr. Pam Winton talks about the purpose of the National Professional Development Center on Inclusion (NPDCI). This professional organization assists states in developing a plan for preparing and supporting the professionals who work with children in inclusive settings.</p>	<p>Activities should focus on the role of the National Professional Development Center on Inclusion (NPDCI) in providing opportunities for early childhood educators to grow professionally. One example of an activity is to have scholars visit the website at http://npdci.fpg.unc.edu/. <u>Activity</u> (1) Ask each scholar to review the site, and then visit the Quality Inclusive Practices: Resources and Landing Pads at http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads. (2) Have each scholar review one resource within a landing pad of their choice and provide a PowerPoint presentation on how the information presented in the resource helped them acquire knowledge and/or skills to promote the development and learning of all children including those with disabilities.</p>

<p>Demonstrate awareness of and commitment to the profession's Code of Ethical Conduct as stated by NAEYC and as applied to different situations to determine appropriate responses.</p>	<p><u>NAEYC Code of Ethical Conduct and Statement of Commitment</u></p> <p><u>http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013update.pdf</u></p>	<p>NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education.</p>	<p>Activities should focus on the role of the NAEYC Code of Ethical Conduct in guiding the actions and decisions of early childhood educators.</p> <p><u>Activity</u></p> <p>One activity is provided at the following website: <u>Ethics: Understanding Your Responsibility to Children</u>. (1) Provide a copy of the NAEYC Code of Conduct and Statement of Commitment to which scholars may refer as they take the NAEYC ethical tutorial retrieved from <u>http://www.ethicsbymichele.com/NAEYC-Code.html</u></p> <p>(2) Have students discuss ethical dilemmas from <u>Day-to-Day the Ethical Way: How the NAEYC Code of Ethical Conduct Will Help You</u></p> <p><u>http://monteloresecc.org/wp-content/uploads/2014/02/3.-Ethical-Conduct-in-Early-Childhood.pdf</u></p>
	<p><u>NAEYC Code of Ethical Conduct and Statement of Commitment</u></p> <p><u>http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013update.pdf</u></p> <p>Focus on Principle 1.3</p>	<p>Principle 1.3 of the NAEYC Code of Ethical Conduct states: <i>We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, immigration status, preferred home language, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families.</i></p>	<p>Activities should focus on ethical dilemmas related to Principle 1.3 of the NAEYC Code of Ethical Conduct. An example of an activity can be found in the Dilemma for Module 1 of the CONNECT Modules.</p> <p><u>Activity</u></p> <p>(1) Have scholars watch two videos about including a child with developmental delays in an inclusive setting. The videos are from the teacher's and family's viewpoints and may be retrieved from <u>http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-1-1a.pdf</u>.</p> <p>(2) Once they have viewed the videos scholars will complete the activity in which they describe the dilemma.</p> <p>(3) After describing the dilemma, they will record how the NAEYC Code of Ethical Conduct Principle 1.3 guides the teacher in her next steps.</p>

<p>Demonstrate awareness and commitment to the laws that affect early childhood best practices.</p>	<p>CONNECT Module 1: Embedded Interventions: Policies</p> <p>http://community.fpg.unc.edu/connect-modules/learners/module-1/step-3/c-policies/policies</p>	<p>This part of CONNECT Module 1 provides information on the American with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and information on the role of embedded interventions in an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP). It also addresses the rights of educators.</p>	<p>Activities should focus on the role of embedded interventions in an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP) and teacher’s rights when teaching a child with a disability.</p> <p><u>Activity</u></p> <p>One activity scholars may complete is Activity 1.10a on CONNECT Module 1 retrieved from http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-1-10a.pdf</p>
<p>Demonstrate knowledge of how laws affect early childhood best practices.</p>	<p>Celebrating 35 Years of IDEA</p> <p>https://www.youtube.com/watch?v=DUn6luZQaXE</p>	<p>The Individuals with Disabilities Education Act (IDEA) is the legislative foundation for all services that students with disabilities receive in schools today. This 8:56 minute video, produced in 2010 at the 35th anniversary of its passage, takes a look back to what the conditions were like before IDEA, and how its passage has changed the educational landscape for students with disabilities today.</p>	<p>Activities should focus on the effect of IDEA on students with disabilities including children 0 to 5 years of age. An example of an activity is as follows:</p> <p><u>Activity</u></p> <p>Once scholars view Celebrating 35 Years of IDEA, have them list at least 5 changes in practices for educating children with disabilities that occurred after the passage of P.L. 94-142 and continued after the law was reauthorized as The Individuals with Disabilities Act in 1990. Scholars may check their answers by reading Special Education Laws retrieved from the School of Public Health and Health Professions at the University of Buffalo http://www.atto.buffalo.edu/registered/ATBasics/Foundation/Laws/specialed.php</p>

<p>Demonstrate early childhood best practices-developing and implementing play activities.</p>	<p><u>Nurturing Preschool Children's Emotional Health Through Active Play</u></p> <p><u>http://www.easternct.edu/cece/nurturing_emotional_health.html</u></p>	<p>This 3:55 minute video from the Center for Early Childhood Education at Eastern Connecticut State University focuses on active play as research indicates that it is very important to children's social and emotional development.</p>	<p>Activities should focus on how play can include all children including those with disabilities. An example of an activity is as follows:</p> <p><u>Activity</u></p> <p>(1) Have scholars view the video a second time, noting if children with a variety of disabilities could take part in the hopping activities, the Head, Shoulders, Knees, and Toes activity, and the obstacle course.</p> <p>(2) Scholars then use Handout #48 retrieved from <u>http://www.childaction.org/families/publications/docs/guidance/Handout48-Caring For Children With Special Needs.pdf</u> to answer the following questions:</p> <p>(a) How would you help a child with a developmental delay master the Head, Shoulders, Knees, and Toes song and activity?</p> <p>(b) You are a teacher and have asked all students in your class to help design an obstacle course in which all children can take part. You have a child in the class who uses a wheelchair. When another child suggests including hopping over rope in the obstacle course, what do you say?</p>
<p>Demonstrate early childhood best practices.</p>	<p><u>Tips for Early Child Care and Education Providers</u></p> <p><u>http://cainclusion.org/camap/pdfs/child_development_tips_for_early_providers.pdf</u></p>	<p>This 17 page booklet was published in 2014 by the U.S. Department of Health and Human Services, Administration for Children and Families, National Institute of Child Health & Human Development. It presents concepts of learning and development that can be worked into everyday routines.</p>	<p>Activities should focus on the 16 concepts or best practices introduced in <i>Tips for Early Child Care and Education Providers</i>. An example of one activity is:</p> <p><u>Activity</u></p> <p>(1) Scholars view the 3:46 minute video <u>Inclusion</u> retrieved from <u>https://www.youtube.com/watch?v=x8TnKi_YbIQ</u></p> <p>(2) Using the list of concepts on page 1 of <i>Tips for Early Child Care and Education Providers</i>, scholars document observed concepts in action from the video.</p>



The following modules may be used to address the concepts above.

National Dissemination Center for Children with Disabilities (NICHCY). *Module 15: LRE Decision Making*. Retrieved from <http://www.parentcenterhub.org/repository/partb-module15/>

This module presents information on how the concept of LRE (and IDEA's requirements) influences decision making about children's placement and what resources and tools exist to support their education in the regular education classroom.

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.

CONNECT. (2013). CONNECT Module #1 Embedded Interventions. Retrieved from <http://community.fpg.unc.edu/connect-modules/learners/module-1>

Each CONNECT Module focuses on a discrete practice in a key content area (e.g., inclusion, family-professional partnerships, transition) and is organized around the 5-Step Learning Cycle. In CONNECT Module I, we learn about the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

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.
- L.3.** 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.