

ECTA Center Performance Checklists for the DEC Recommended Practices: Instruction

Research Syntheses by the Checklists They Support

Instruction Checklists referred to by number in the column below:

1. Naturalistic Instructional Practices
2. Embedded Instructional Practices
3. Systematic Instructional Practices

Checklist #	Research Synthesis
2, 1, 3	Aikens, N., & Akers, L. (2011). Background review of existing literature on coaching. Washington DC: Mathematica Policy Research. Retrieved from http://www.first5la.org/files/07110_502.2CoachingLitRev_FINAL_07072011.pdf
1, 3	Camargo, S. P. H., Rispoli, M., Ganz, J., Hong, E. R., Davis, H., & Mason, R. (2014). A review of the quality of behaviorally-based intervention research to improve social interaction skills of children with ASD in inclusive settings. <i>Journal of Autism and Developmental Disorders</i> , 44, 2096-2116. doi:10.1007/s10803-014-2060-7
2	Crawford, S. K., Stafford, K. N., Phillips, S. M., Scott, K. J., & Tucker, P. (2014). Strategies for inclusion in play among children with physical disabilities in childcare centers: An integrative review. <i>Physical and Occupational Therapy In Pediatrics</i> , 34(4), 404-423 doi:10.3109/01942638.2014.904470
1	Dunst, C. J., & Kassow, D. Z. (2007). <i>Characteristics of interventions promoting parental sensitivity to child behavior</i> . Asheville, NC: Winterberry Press.
2, 3	Dunst, C. J., Raab, M., & Hamby, D. W. (2016). Interest-based everyday child language learning. <i>Revista de Logopedia, Foniatria y Audiologia</i> , 36, 153-161. doi:10.1016/j.rlfa.2016.07.003
2, 3	Dunst, C. J., Trivette, C. M., & Raab, M. (2014). Everyday child language learning early intervention practices. <i>Infants and Young Children</i> , 27(3), 207-219. doi:10.1097/ITYC.0000000000000015
2, 1	Fukkink, R. G., & Lont, A. (2007). Does training matter? A meta-analysis and review of caregiver training studies. <i>Early Childhood Research Quarterly</i> , 22, 294-311. doi:10.1016/j.ecresq.2007.04.005
2, 1, 3	Han, H. S. (2014). Supporting early childhood teachers to promote children's social competence: Components for best professional development practices. <i>Early Childhood Education Journal</i> , 42, 171-179. doi:10.1007/s10643-013-0584-7
2, 1	Hancock, T. B., & Kaiser, A. P. (2006). Enhanced milieu teaching. In R. J. McCauley & M. E. Fey (Eds.), <i>Treatment of language disorders in children</i> (pp. 203-236). Baltimore, MD: Paul H. Brookes Publishing.
2, 1	Kaat-van den Os, T., Danielle, J. A., Jongmans, M. J., Volman, M. C., & Lauteslager, P. E. (2017). Parent-implemented language interventions for children with a developmental delay: A systematic review. <i>Journal of Policy and Practice in Intellectual Disabilities</i> . doi:10.1111/jppi.12181
2, 1	Kaiser, A. P., & Trent, J. A. (2007). Communication intervention for young children with disabilities: Naturalistic approaches to promoting development. In S. L. Odom, R. H. Horner, M. E. Snell, & J. Blacher (Eds.), <i>Handbook of developmental disabilities</i> (pp. 224-245). New York, NY: Guilford Press.
2, 1, 3	Koegel, L. K., Koegel, R. L., Fredeen, R. M., & Gengoux, G. W. (2008). Naturalistic behavioral approaches to treatment. In K. Chawarska, A. Klin, & F. R. Volkmar (Eds.), <i>Autism spectrum disorders in infants and toddlers: Diagnosis, assessment, and treatment</i> (pp. 207-242). New York, NY: Guilford Press.
2, 1	Mahoney, G., Perales, F., Wiggers, B., & Herman, B. (2006). Responsive teaching: Early intervention for children with Down Syndrome and other disabilities. <i>Down's Syndrome: Research and Practice</i> , 11, 18-28.
2, 3	Marquis, J. G., Horner, R. H., Carr, E. G., Turnbull, A. P., Thompson, M., Behrens, G. A., . . . Doolabh, A. (2000). A meta-analysis of positive behavior support. In R. Gersten, E. P. Schiller, & S. Vaughn (Eds.), <i>Contemporary special education research: Syntheses of the knowledge base on critical instructional issues</i> (Vol. 11, pp. 137-178). Mahwah, NJ: Erlbaum.
2, 1	Meadan, H., Ostrosky, M. M., Zaghawan, H. Y., & Yu, S. Y. (2009). Promoting the social and communicative behavior of young children with autism spectrum disorders: A review of parent-implemented intervention studies. <i>Topics in Early Childhood Special Education</i> , 29, 90-104. doi:10.1177/0271121409337950

- 1 Odom, S. L., Vitztum, J., Wolery, R., Lieber, J., Sandall, S., Hanson, M. J., . . . Horn, E. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. *Journal of Research in Special Educational Needs*, 4, 17-49. doi:10.1111/J.1471-3802.2004.00016.x
- 2, 1 Peterson, P. (2004). Naturalistic language teaching procedures for children at risk for language delays. *Behavior Analyst Today*, 5, 404-424. doi:10.1037/h0100047
- 2, 1, 3 Pindiprolu, S. S. (2012). A review of naturalistic interventions with young children with autism. *Journal of the International Association of Special Education*, 13(1), 69-78.
- 1 Raab, M., & Dunst, C. J. (2009). *Magic seven steps to responsive teaching: Revised and updated*. Asheville, NC: Winterberry Press.
- 1 Raab, M., Dunst, C. J., Johnson, M., & Hamby, D. W. (2013). Influences of a responsive interactional style on young children's language acquisition. *Everyday Child Language Learning Reports*, Number 4, 1-23. Retrieved from http://www.cecill.org/download/ECLLReport_4_Responsive.pdf
- 2, 3 Rakap, S., & Parlak-Rakap, A. (2011). Effectiveness of embedded instruction in early childhood special education: A literature review. *European Early Childhood Education Research Journal*, 19, 79-96. doi:10.1080/1350293X.2011.548946
- 2, 1 Rakap, S., & Rakap, S. (2014). Parent-implemented naturalistic language interventions for young children with disabilities: A systematic review of single-subject experimental research studies. *Educational Research Review*, 13, 35-51. doi:10.1016/j.edurev.2014.09.001
- 2, 1 Roberts, M. Y., & Kaiser, A. P. (2011). The effectiveness of parent-implemented language interventions: A meta-analysis. *American Journal of Speech-Language Pathology*, 20, 180-199. doi:10.1044/1058-0360(2011/10-0055)
- 2, 1, 3 Rous, B., Hallam, R., Grove, J., Robinson, S., & Machara, M. (2003). Parent involvement in early care and education programs: A review of the literature. Lexington, KY: University of Kentucky, Interdisciplinary Human Development Institute. Retrieved from https://www.researchgate.net/profile/Beth_Rous/publication/253661005_Parent_Involvement_in_Early_Care_and_Education_Programs_A_Review_of_the_Literature/links/56c26d4608ae2dc3eb8848b9.pdf
- 2, 1, 3 Schreibman, L., Dawson, G., Stahmer, A. C., Landa, R., Rogers, S. J., McGee, G. G., . . . Halladay, A. (2015). Naturalistic developmental behavioral interventions: Empirically validated treatments for autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45, 2411-2428. doi:10.1007/s10803-015-2407-8
- 2, 1 Snyder, P. A., Rakap, S., Hemmeter, M. L., McLaughlin, T. W., Sandall, S., & McLean, M. E. (2015). Naturalistic instructional approaches in early learning: A systematic review. *Journal of Early Intervention*, 37(1), 69-97. doi:10.1177/1053815115595461
- 2, 1 Trembath, D., Mahler, N., & Hudry, K. (2016). Evidence from systematic review indicates that parents can learn to implement naturalistic interventions leading to improved language skills in their children with disabilities. *Evidence-Based Communication Assessment and Intervention*, 10(2), 101-107. doi:10.1080/17489539.2016.1231387
- 3 VanDerHeyden, A. M., Snyder, P., Smith, A., Sevin, B., & Longwell, J. (2005). Effects of complete learning trials on child engagement. *Topics in Early Childhood Special Education*, 25, 81-94.
- 2, 1, 3 Wolery, M. (1994). Instructional strategies for teaching young children with special needs. In M. Wolery & J. S. Wilbers (Eds.), *Including children with special needs in early childhood programs* (pp. 119-140). Washington, DC: National Association for the Education of Young Children.
- 2, 1 Woods, J., Kashinath, S., & Goldstein, H. (2004). Effects of embedding caregiver-implemented teaching strategies in daily routines on children's communication outcomes. *Journal of Early Intervention*, 26, 175-193.
- 2 Woods, J. J., Wilcox, M. J., Friedman, M., & Murch, T. (2011). Collaborative consultation in natural environments: Strategies to enhance family-centered supports and services. *Language, Speech, and Hearing Services in Schools*, 42, 379-392. doi:10.1044/0161-1461(2011/10-0016)

Adapted from Dunst, C. J. (2017). Research foundations for evidence-informed early childhood intervention performance checklists. *Education Sciences*, 7, 78; doi:10.3390/educsci7040078. Retrieved from <http://puckett.org/Research-Foundations-for%20Evidence-Informed-Early-Childhood-Intervention-Performance-Checklists.pdf>.

The adaptation consisted solely of changing the number of each Checklist only where necessary to ensure that the numbers in this table correspond to the Checklists published on <http://ectacenter.org/decrp/>.