ecta Early Childhood Technical Assistance Center

Orientation to the DEC Recommended Practices and ECTA Products for improving outcomes for children and families

Improving Data, Improving Outcomes 2018

Arlington, VA

August 15, 2018

Presenters

Phoebe Rinkel, aRPy Ambassador

KCCTO-KITS, Kansas

Elizabeth Beavers, aRPy Ambassador

University of Houston Clear Lake

Allison Jones and Joan Danaher

ECTA Center

Where does this session fit in at ECIDEA 2018?

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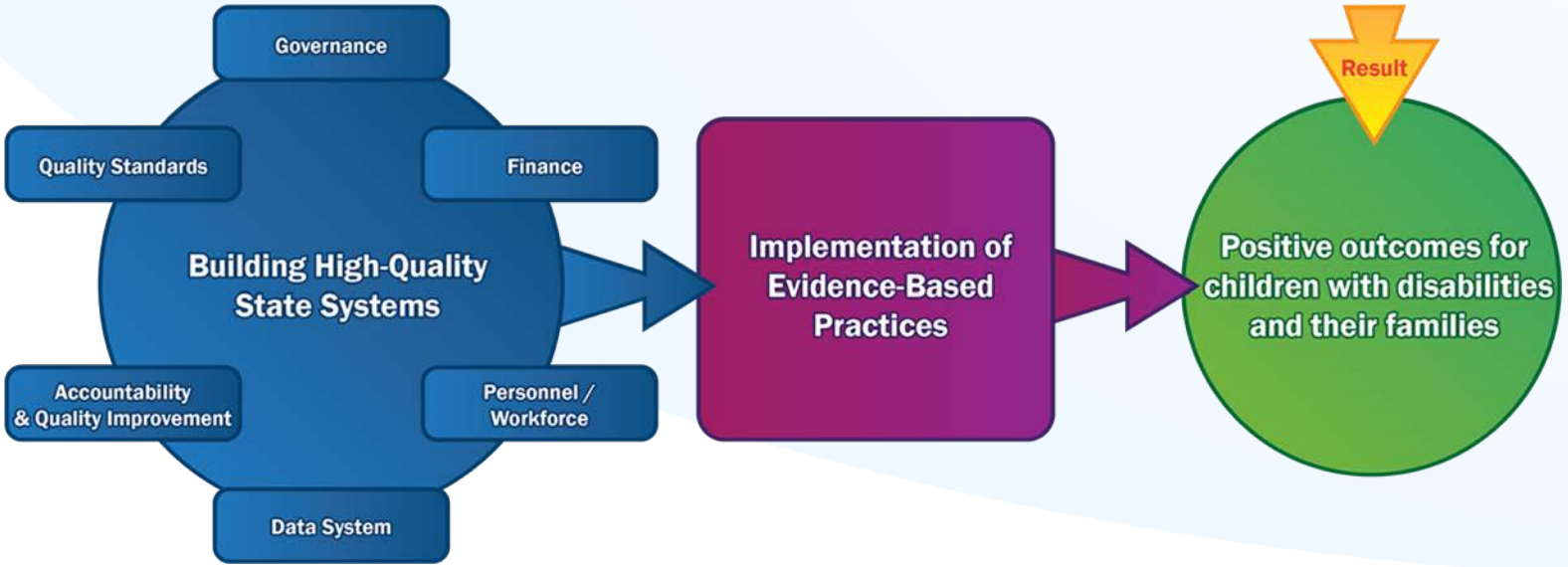
Improving **Systems**, **Practices** and **Outcomes**



Participant Outcomes

1. Participants will become familiar with the Division for Early Childhood Recommended Practices and their use to improve outcomes for children with disabilities or at-risk for developmental delays.
2. Participants will become familiar with the ECTA Center products that support the use of DEC RPs.
3. Participants will share ideas for using the ECTA Practice Improvement Tools and Strategies in their states

How familiar are you with the DEC Recommended Practices…the RPs?

- Huh?
- Somewhat
- Reasonably
- Very familiar

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What are the DEC Recommended Practices (RPs)?

The DEC RPs identify those practices specifically known to promote positive outcomes for young children who have or are at risk for developmental delays/disabilities and to support their families in accordance with the DEC/NAEYC (2009) position statement on early childhood inclusion.

Activity: How Do the DEC RPs relate to your work with children, families and the adults who support them?

- In your work involving infants or young children with developmental delays or disabilities, what are some of the issues or challenges you face most often in your **interactions** with children and other adults? Or, that practitioners in your state report?
- At your table, brainstorm as many practice dilemmas as you can before time is up. Be ready to share your top 5.

Purpose of DEC RPs

- “Provide guidance for practitioners and families about the most effective ways to work with very young children birth to five who have (or are at risk of) developmental delays or disabilities.
- Based on the best available evidence as well as the wisdom and experience of the field.
- Bridge the gap between research and practice by identifying those practices that result in better outcomes for infants and young children with disabilities, their families, and the personnel who serve them.
- Support the access and participation of all children in natural environments and inclusive settings, consistent with the DEC/NAEYC joint position statement on inclusion (2009).”

DEC Recommended Practices (2016)

2014 RPs Topic Areas and number of Practices

- Leadership (14)
- Assessment (11)
- Environment (6)
- Family (10)
- Instruction (13)
- Interaction (5)
- Teaming and Collaboration (5)
- Transition (2)

Who Needs to Know and Use the DEC RPs?

- "The definition of young children who have or are at risk for developmental delays/disabilities **is not limited to children eligible for services under IDEA**.
- We define practitioners as those who are responsible for and paid to enhance the optimal development of young children who have or are at risk for developmental delays/disabilities. **This includes providing care, education, or therapy to the child as well as support to the child's family**.
- We define leaders as those in positions of leadership or authority in providing services to **all young children who have or are at risk for developmental delays/disabilities and their families**."

DEC Recommended Practices (2016)

DEC RPs Were Also Revised with Families in Mind

http://www.dec-sped.org/videos

Let's Explore the 2014 DEC RPs!

http://www.dec-sped.org/**dec-recommended-practices**

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Small Group Activity

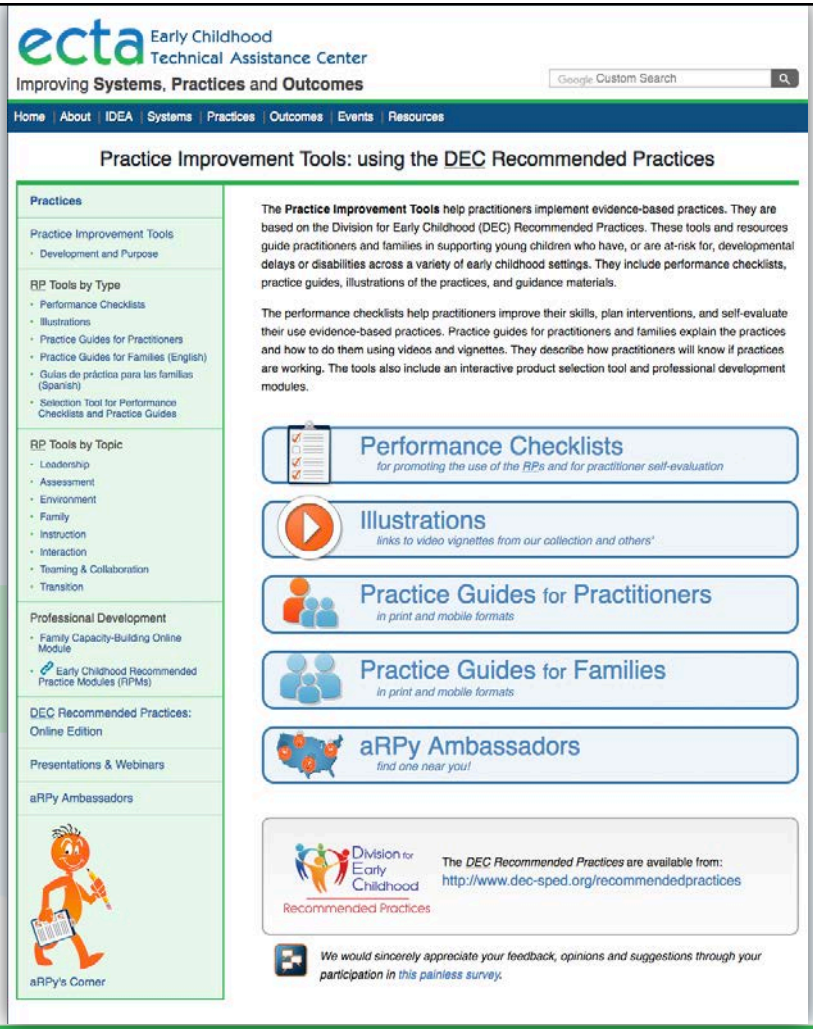
Objective: Using handouts provided, review the RPs for your selected topic area and identify additional examples from your own practice.

1. Read the introduction.
2. For each practice, read the description and then the examples of the practice provided.
3. For clarification on any of the terms used, consult the DEC Interactive Glossary.
4. Share an example from your practice that exemplifies each of the RPs in your chosen topic area.

Next Step: Planning for Implementation

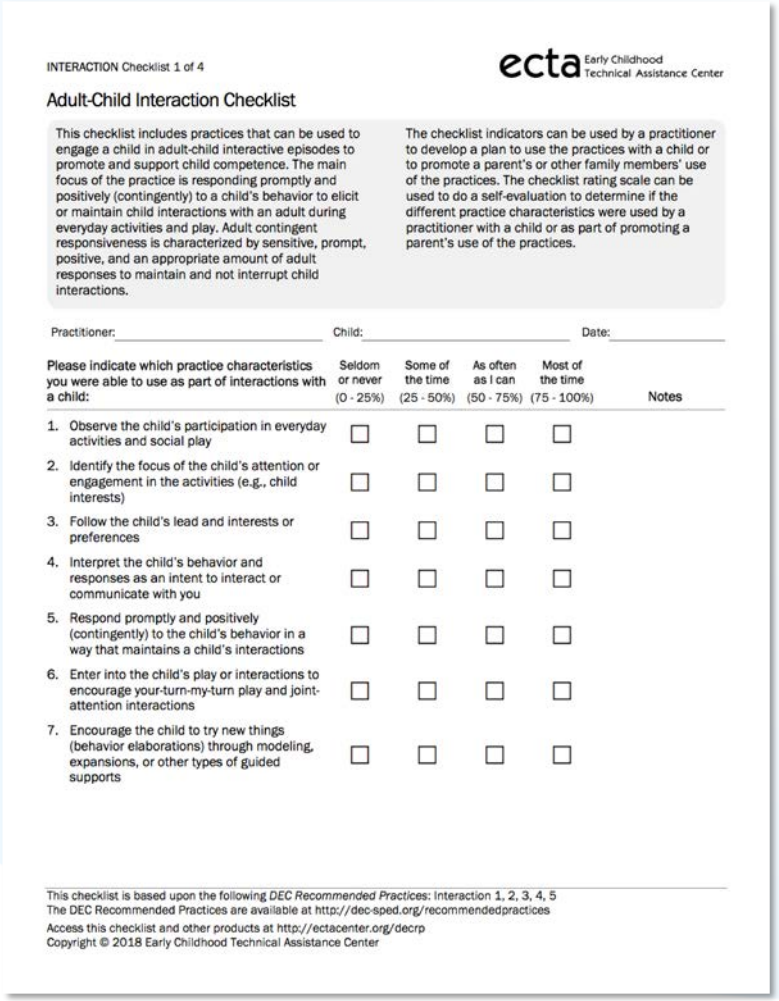
Once you have a basic understanding of the scope and content of the new DEC RPs, you're ready to find the ECTA Center's tools to support implementation of the practices.

Online at ectacenter.org/**decrp**



Example of a Performance Checklist

Each checklist is formatted in the same way for consistency across topic areas



INTERACTION Checklist 1 of 4

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Adult-Child Interaction Checklist

This checklist includes practices that can be used to engage a child in adult-child interactive episodes to promote and support child competence. The main focus of the practice is responding promptly and positively (contingently) to a child's behavior to elicit or maintain child interactions with an adult during everyday activities and play. Adult contingent responsiveness is characterized by sensitive, prompt, positive, and an appropriate amount of adult responses to maintain and not interrupt child interactions.

The checklist indicators can be used by a practitioner to develop a plan to use the practices with a child or to promote a parent's or other family members' use of the practices. The checklist rating scale can be used to do a self-evaluation to determine if the different practice characteristics were used by a practitioner with a child or as part of promoting a parent's use of the practices.

Practitioner: _____ Child: _____ Date: _____

Please indicate which practice characteristics you were able to use as part of interactions with a child:	Seldom or never (0 - 25%)	Some of the time (25 - 50%)	As often as I can (50 - 75%)	Most of the time (75 - 100%)	Notes
1. Observe the child's participation in everyday activities and social play	☐	☐	☐	☐	
2. Identify the focus of the child's attention or engagement in the activities (e.g., child interests)	☐	☐	☐	☐	
3. Follow the child's lead and interests or preferences	☐	☐	☐	☐	
4. Interpret the child's behavior and responses as an intent to interact or communicate with you	☐	☐	☐	☐	
5. Respond promptly and positively (contingently) to the child's behavior in a way that maintains a child's interactions	☐	☐	☐	☐	
6. Enter into the child's play or interactions to encourage your-turn-my-turn play and joint-attention interactions	☐	☐	☐	☐	
7. Encourage the child to try new things (behavior elaborations) through modeling, expansions, or other types of guided supports	☐	☐	☐	☐	

This checklist is based upon the following *DEC Recommended Practices*: Interaction 1, 2, 3, 4, 5
The DEC Recommended Practices are available at http://dec-sped.org/recommendedpractices
Access this checklist and other products at http://ectacenter.org/decrp
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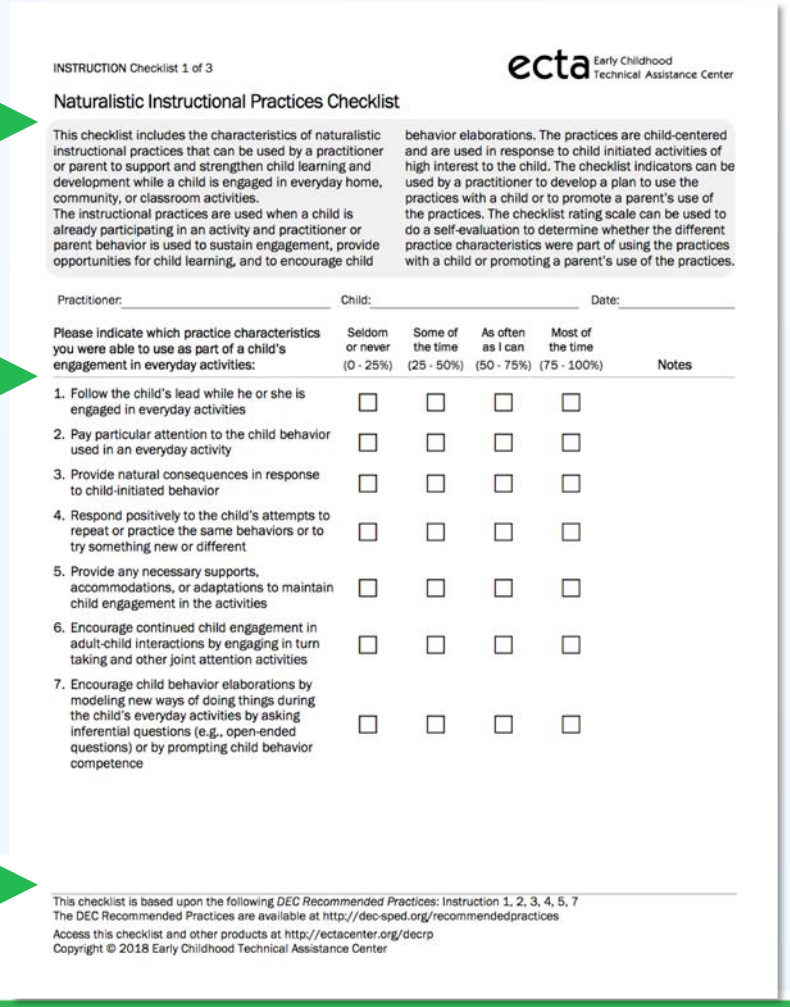
Introduction and explanation

Practice characteristics

DEC RPs



INSTRUCTION Checklist 1 of 3

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Naturalistic Instructional Practices Checklist

This checklist includes the characteristics of naturalistic instructional practices that can be used by a practitioner or parent to support and strengthen child learning and development while a child is engaged in everyday home, community, or classroom activities.
The instructional practices are used when a child is already participating in an activity and practitioner or parent behavior is used to sustain engagement, provide opportunities for child learning, and to encourage child behavior elaborations. The practices are child-centered and are used in response to child initiated activities of high interest to the child. The checklist indicators can be used by a practitioner to develop a plan to use the practices with a child or to promote a parent's use of the practices. The checklist rating scale can be used to do a self-evaluation to determine whether the different practice characteristics were part of using the practices with a child or promoting a parent's use of the practices.

Practitioner:_____ Child:_____ Date:_____

Please indicate which practice characteristics you were able to use as part of a child's engagement in everyday activities:	Seldom or never (0 - 25%)	Some of the time (25 - 50%)	As often as I can (50 - 75%)	Most of the time (75 - 100%)	Notes
1. Follow the child's lead while he or she is engaged in everyday activities	☐	☐	☐	☐	
2. Pay particular attention to the child behavior used in an everyday activity	☐	☐	☐	☐	
3. Provide natural consequences in response to child-initiated behavior	☐	☐	☐	☐	
4. Respond positively to the child's attempts to repeat or practice the same behaviors or to try something new or different	☐	☐	☐	☐	
5. Provide any necessary supports, accommodations, or adaptations to maintain child engagement in the activities	☐	☐	☐	☐	
6. Encourage continued child engagement in adult-child interactions by engaging in turn taking and other joint attention activities	☐	☐	☐	☐	
7. Encourage child behavior elaborations by modeling new ways of doing things during the child's everyday activities by asking inferential questions (e.g., open-ended questions) or by prompting child behavior competence	☐	☐	☐	☐	

This checklist is based upon the following *DEC Recommended Practices*: Instruction 1, 2, 3, 4, 5, 7
The DEC Recommended Practices are available at http://dec-sped.org/recommendedpractices

Access this checklist and other products at http://ectacenter.org/decrp

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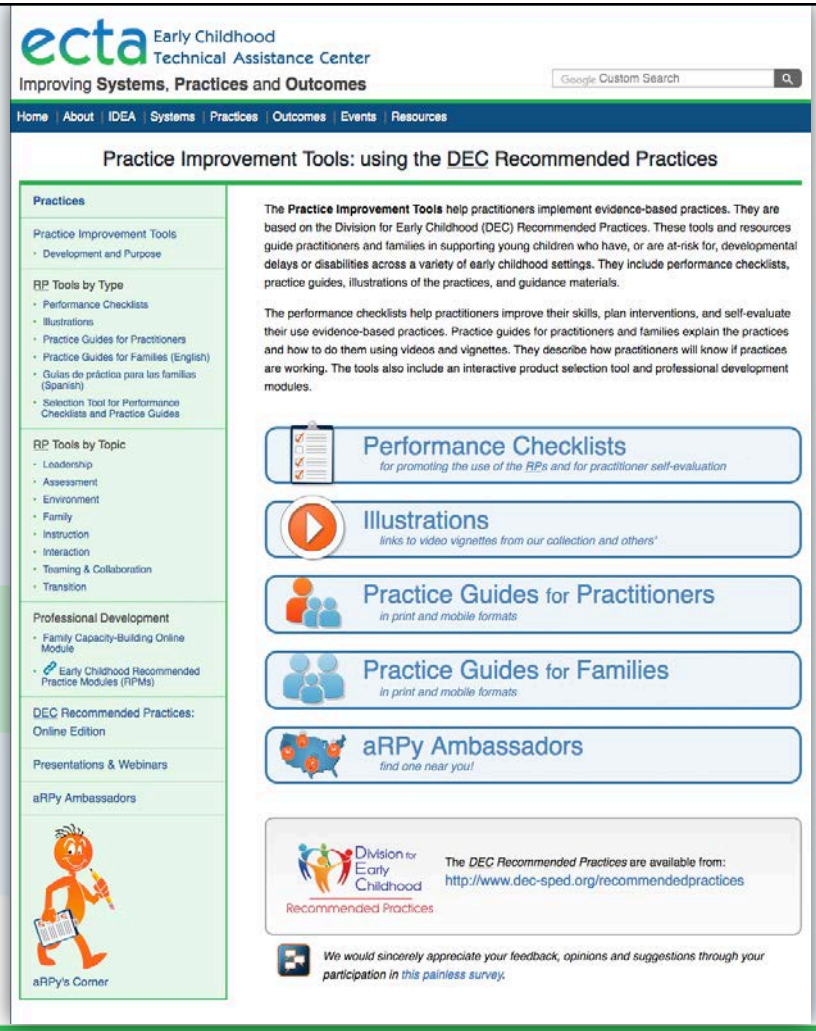
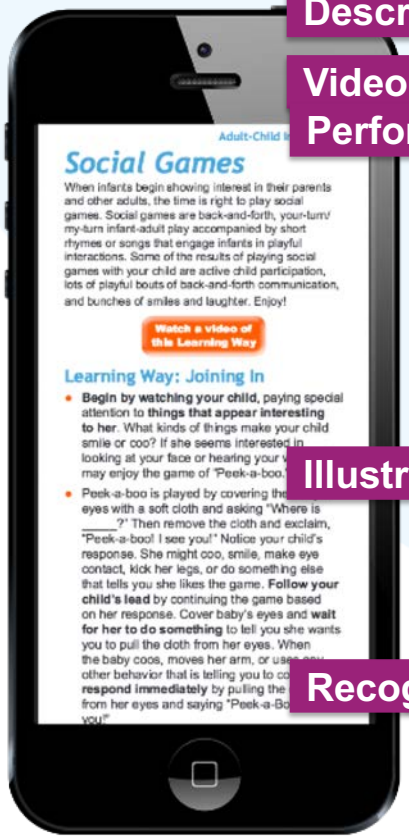


Practice Guide Format

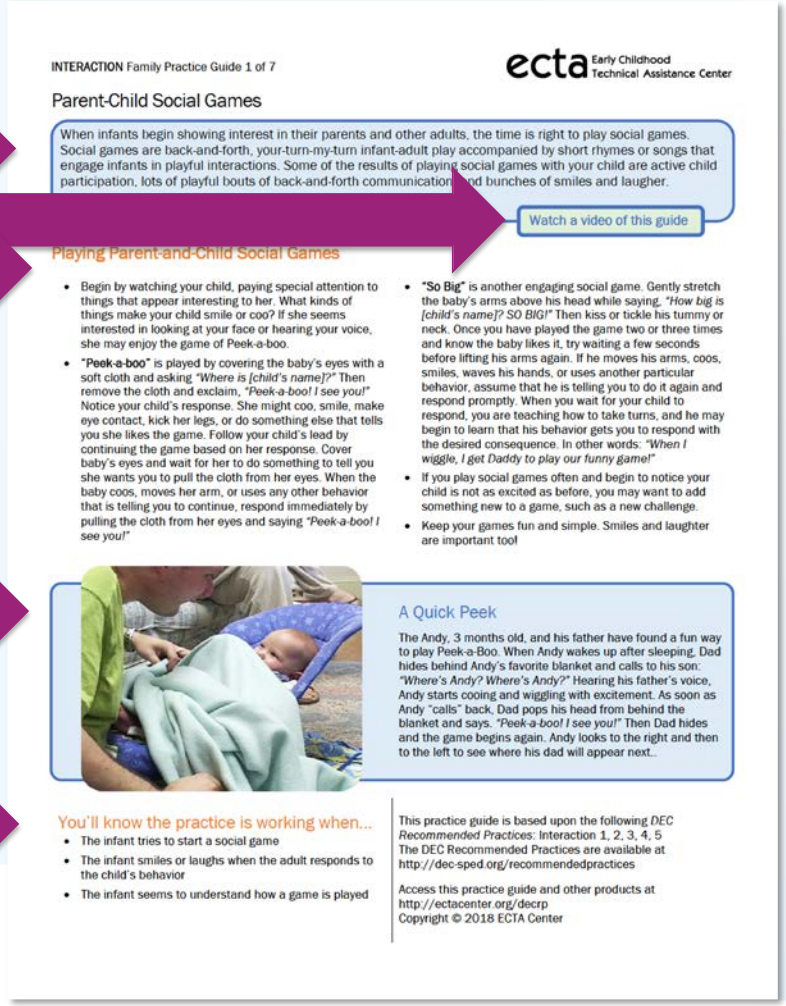


Description of the Practice

Video example of the Practice Performing the Practice

Illustrative vignette

Recognizing success



INTERACTION Family Practice Guide 1 of 7

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Parent-Child Social Games

When infants begin showing interest in their parents and other adults, the time is right to play social games. Social games are back-and-forth, your-turn-my-turn infant-adult play accompanied by short rhymes or songs that engage infants in playful interactions. Some of the results of playing social games with your child are active child participation, lots of playful bouts of back-and-forth communication, and bunches of smiles and laughter.

Watch a video of this guide

Playing Parent-and-Child Social Games

- Begin by watching your child, paying special attention to things that appear interesting to her. What kinds of things make your child smile or coo? If she seems interested in looking at your face or hearing your voice, she may enjoy the game of Peek-a-boo.
- **"Peek-a-boo"** is played by covering the baby's eyes with a soft cloth and asking *"Where is [child's name]?"* Then remove the cloth and exclaim, *"Peek-a-boo! I see you!"* Notice your child's response. She might coo, smile, make eye contact, kick her legs, or do something else that tells you she likes the game. Follow your child's lead by continuing the game based on her response. Cover baby's eyes and wait for her to do something to tell you she wants you to pull the cloth from her eyes. When the baby coos, moves her arm, or uses any other behavior that is telling you to continue, respond immediately by pulling the cloth from her eyes and saying *"Peek-a-boo! I see you!"*
- **"So Big"** is another engaging social game. Gently stretch the baby's arms above his head while saying, *"How big is [child's name]? SO BIG!"* Then kiss or tickle his tummy or neck. Once you have played the game two or three times and know the baby likes it, try waiting a few seconds before lifting his arms again. If he moves his arms, coos, smiles, waves his hands, or uses another particular behavior, assume that he is telling you to do it again and respond promptly. When you wait for your child to respond, you are teaching how to take turns, and he may begin to learn that his behavior gets you to respond with the desired consequence. In other words: *"When I wiggle, I get Daddy to play our funny game!"*
- If you play social games often and begin to notice your child is not as excited as before, you may want to add something new to a game, such as a new challenge.
- Keep your games fun and simple. Smiles and laughter are important too!

A Quick Peek

The Andy, 3 months old, and his father have found a fun way to play Peek-a-Boo. When Andy wakes up after sleeping, Dad hides behind Andy's favorite blanket and calls to his son: *"Where's Andy? Where's Andy?"* Hearing his father's voice, Andy starts cooing and wiggling with excitement. As soon as Andy "calls" back, Dad pops his head from behind the blanket and says. *"Peek-a-boo! I see you!"* Then Dad hides and the game begins again. Andy looks to the right and then to the left to see where his dad will appear next..

You'll know the practice is working when...

- The infant tries to start a social game
- The infant smiles or laughs when the adult responds to the child's behavior
- The infant seems to understand how a game is played

This practice guide is based upon the following *DEC Recommended Practices:* Interaction 1, 2, 3, 4, 5
The DEC Recommended Practices are available at http://dec-sped.org/recommendedpractices

Access this practice guide and other products at http://ectacenter.org/decrp

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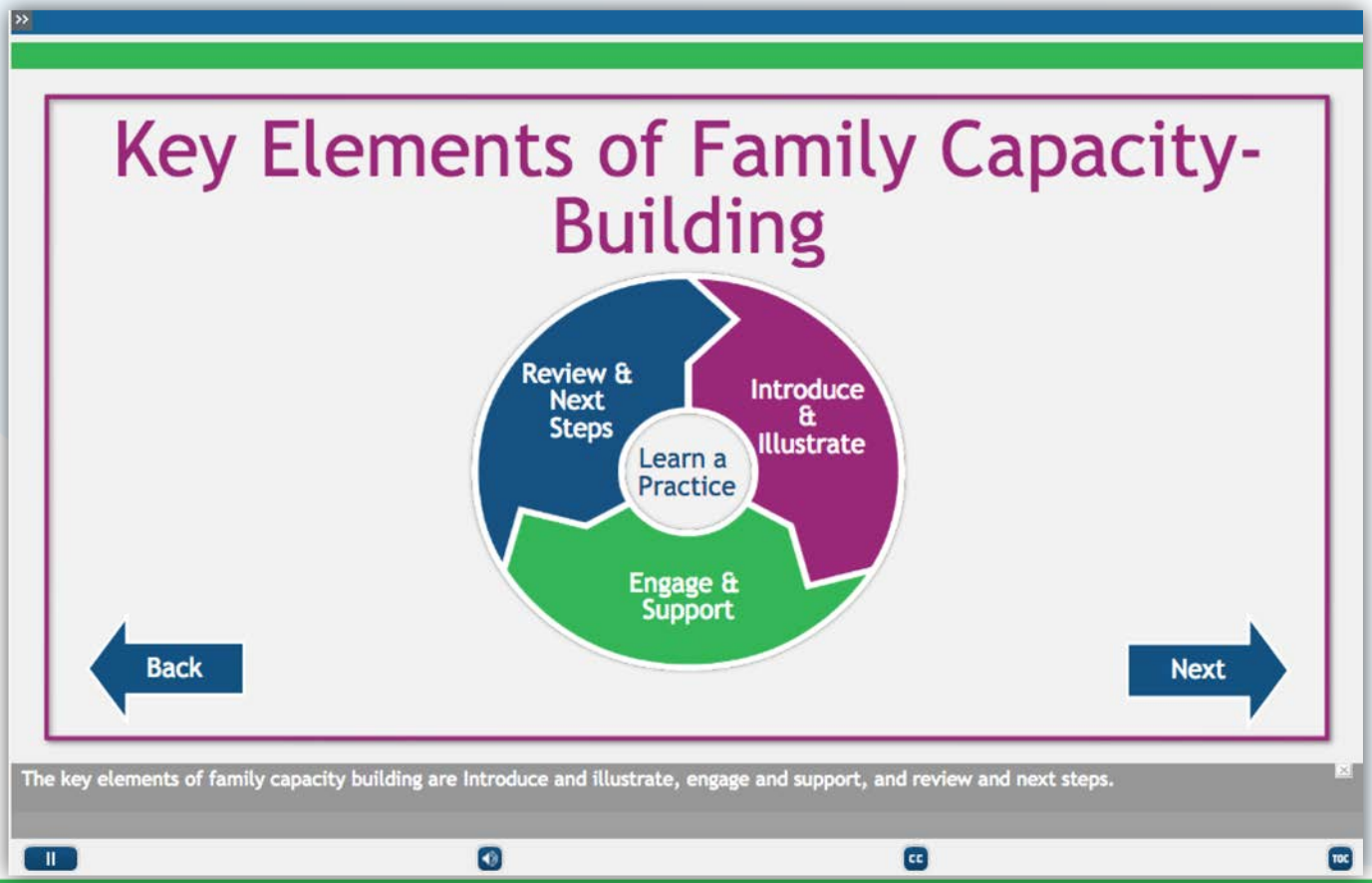
Family Capacity-Building Online Module



Supporting Systems Change: The Recommended Practice Modules

- Module 1: Interaction
- Module 2: Transition
- Module 3: Environment
- Module 4: Teaming and Collaboration
- Module 5: Family
- Module 6: Instruction
- Module 7: Assessment

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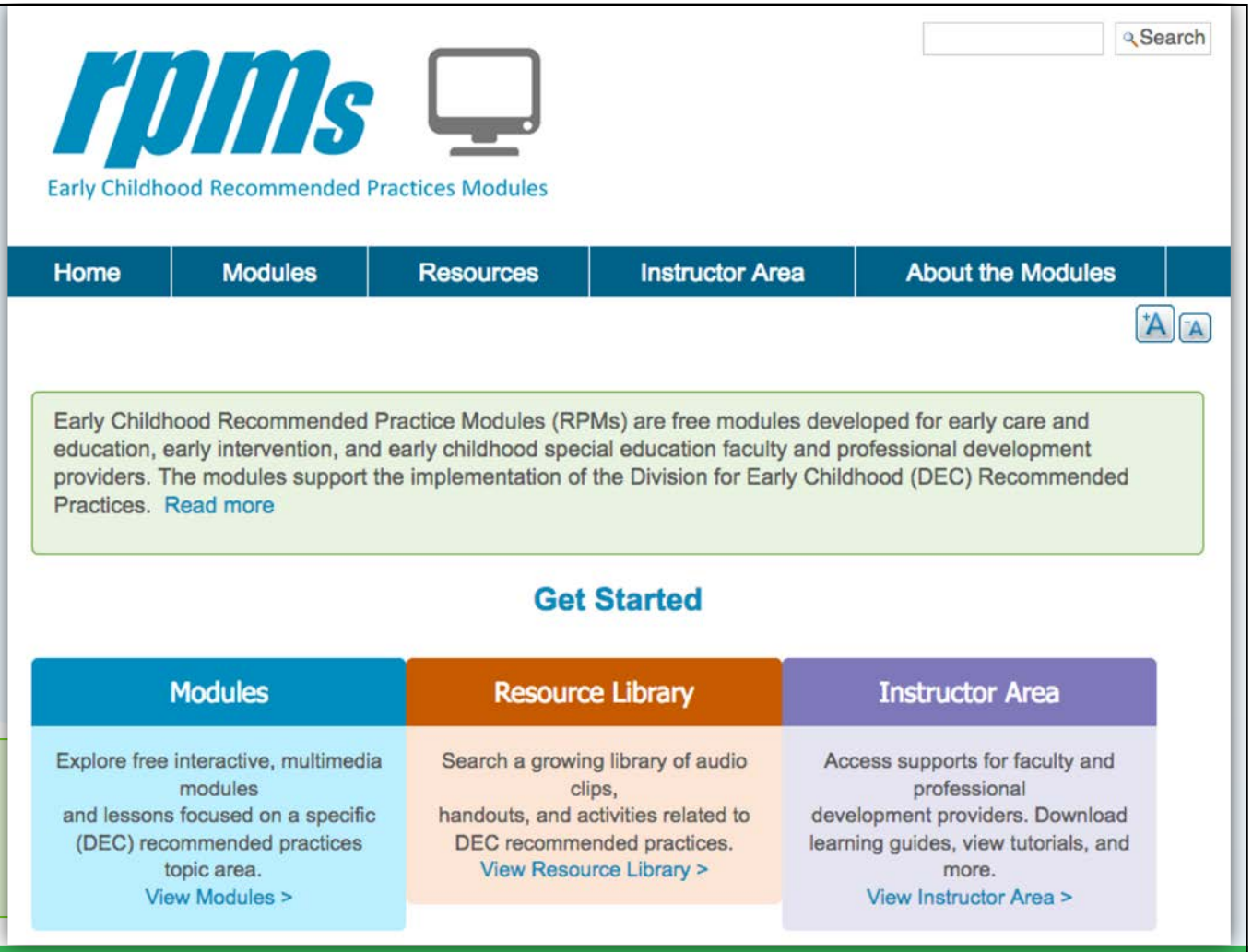

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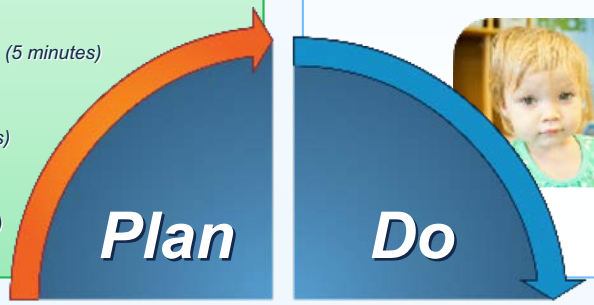
Module Format: PDSA

Plan: Learners will consider why there is a need to focus on the RP, and will acquire and apply knowledge on the RP via self-guided interactive activities. Experts and others in the field share common challenges associated with implementing the RP, and strategies for implementing it effectively.

- **Setting the Stage – Identify the challenge(s)** *(5 minutes)*
- **Lesson 1: Ask the Expert** *(10 minutes)*
- **Lesson 2: Gathering Information** *(15 minutes)*
- **Lesson 3: Taking Action** *(15 minutes)*
- **Lesson 4: Voices from the Field** *(10 minutes)*



Do: Learners will have the opportunity to tie it all together in a scenario-based interactive activity. In addition, the learner will have opportunities to try out the practice in their own classroom, practicum placement, or through role-playing activities.

a. Sit down next to Sarah, help her choose a puzzle, and you then work with her to name the shapes and colors.

b. Ask Sarah if she would like to come with you to the dramatic play center, when she nods, you take her hand and guide her there.

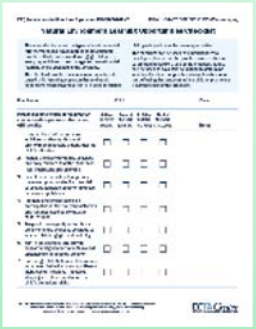
c. Remind Sarah that she can choose any center and that dramatic play still has space for one more child, you watch to make sure she chooses a center.

Act: Learners consider what changes they can make that will result in an improvement in their own practice.

An Action Plan helps learners make changes to their practice and apply what they've learned in everyday practitioner settings.

Study: Learners are introduced to tools and strategies that help them know if a change is an improvement. The Importance of evaluation and strategies for doing it well are also addressed.

Performance Checklists
for promoting use of the RPs and for practitioner self-evaluation



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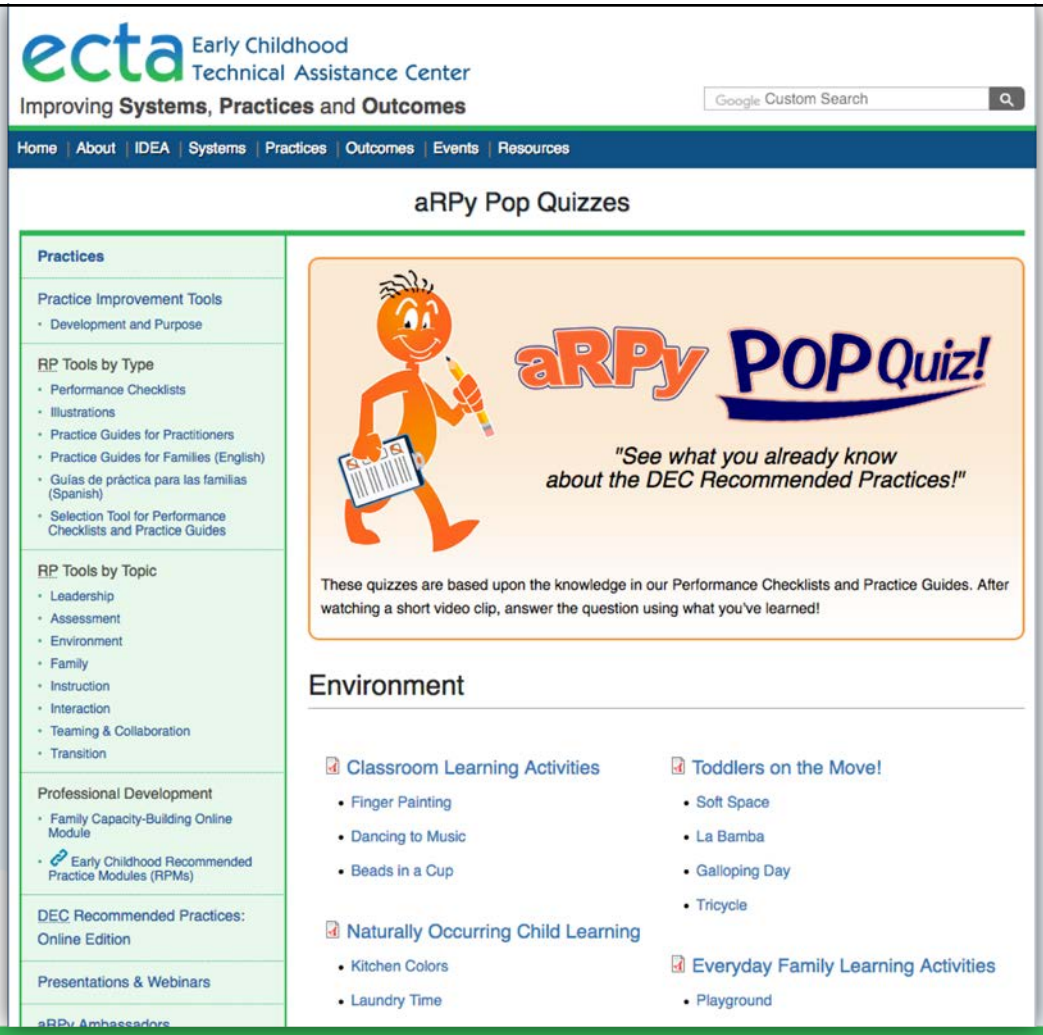
aRPy POP Quiz!

- Test your knowledge of how Recommended Practices can be embedded into everyday routines and activities with infants, toddlers, and preschoolers!
- After a video example, view a Performance Checklist and Practitioner or Family Guide linked to the practice you just observed.



Questions?

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Make a Plan for Using RPs to Improve YOUR Practices

Context: What are you trying to improve or what problem are you trying to solve? Is it practitioner, child, or family skills or behaviors that you want to change?

Selecting Practices: What is the main content or topic? Select the related RPs.

Identifying Products: What products might help you address your primary need? Identify the related performance checklist(s) and practitioner or family practice guide(s).

Use of products: How might you use the products? Who else needs to know about the products in order to support your plan?

Measuring Change: How will you know if you have been successful in improving practice?

aRPy Ambassadors

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Join us for "Using the DEC RPs: Hands on Selecting Performance Checklists and Practice Guides to Improve Outcomes"

- In this interactive session, participants will select resources to address typical practice challenges faced by practitioners serving children, birth-five with disabilities, and their families using the tool, Practitioner Guided Process for Selecting the ECTA Center Performance Checklists and Practice Guides.

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Find out more at **ectacenter.org/decrp**

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