Session Outcomes

- Participants will become familiar with the ECTA Center Performance Checklists and Practice Guides

- Participants will become familiar with the Selection Tool by "trying-out" the tool using real-life scenarios.

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Using the DEC RPs: Hands-On Simulation of Selecting ECTA Center's Performance Checklists and Practice Guides to Improve Outcomes
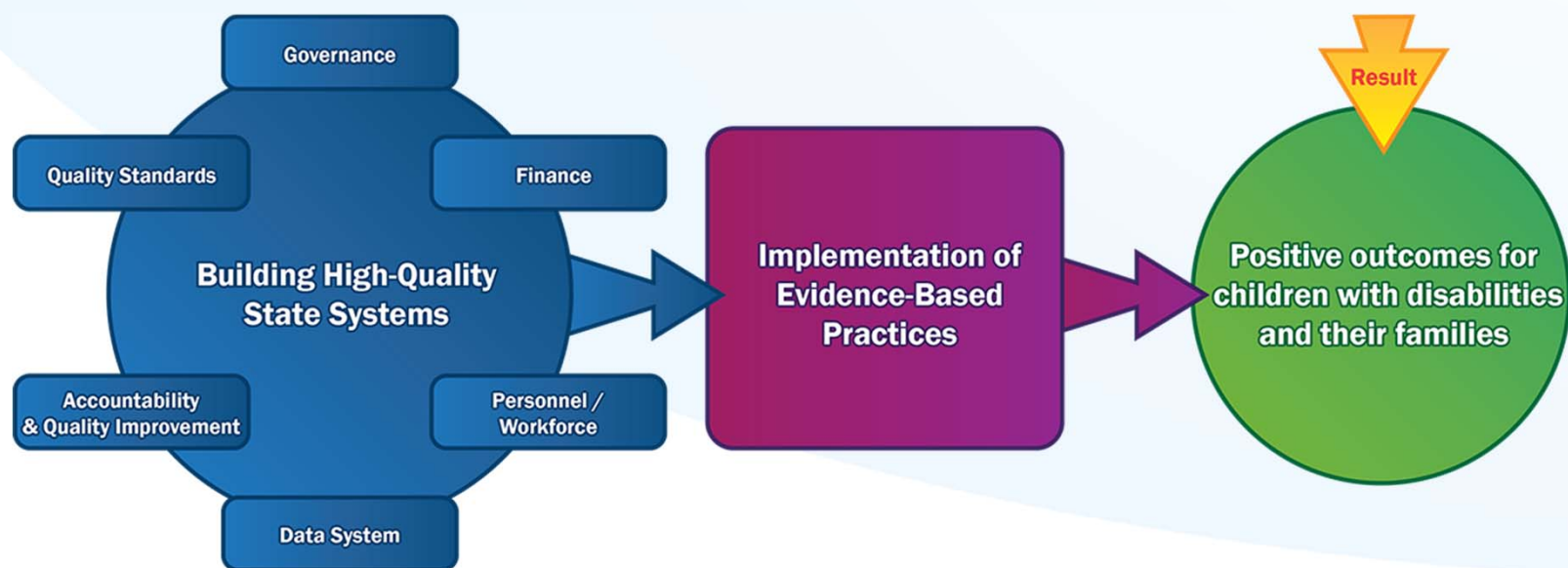
Presenters:

Allison Jones and Joan Danaher (ECTA Center)

Phoebe Rinkel (aRPy Ambassador)

Elizabeth Beavers (aRPY Ambassador)

Where does this session fit in at ECIDEA 2018?

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

Context: Think about a common challenge or dilemma in your work supporting children and families.

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?

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What are the **DEC Recommended Practices** (RPs)?

The Division for Early Childhood Recommended Practices 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.

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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 (2016), p. 4

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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)

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Online at ectacenter.org/**decrp**

Example of a Performance Checklist

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

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
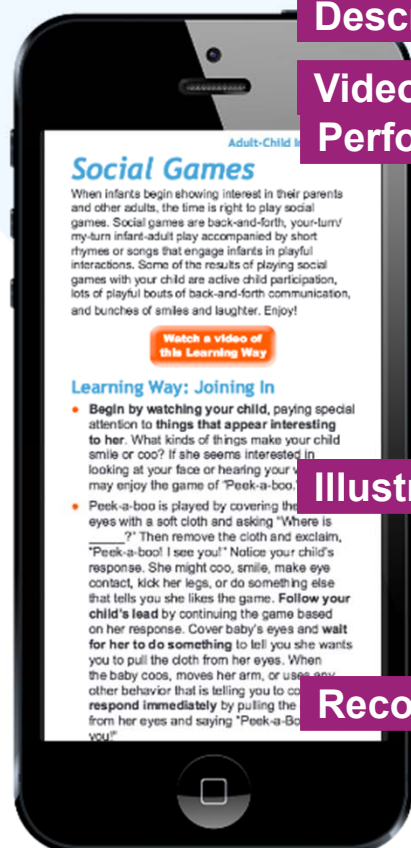
Description of the Practice

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 laugher.

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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Practitioner Guided Process for Selecting ECTA Center Performance Checklists and Practice Guides

- Developed in response to recommendations made at the ECTA Center National Think Tank meeting (2016)

- Help practitioners answer the question: **"How do I decide how to select performance checklists and practice guides that address situations in my work with children and families?"**

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Practitioner Guidelines Brief Decision-Making Process
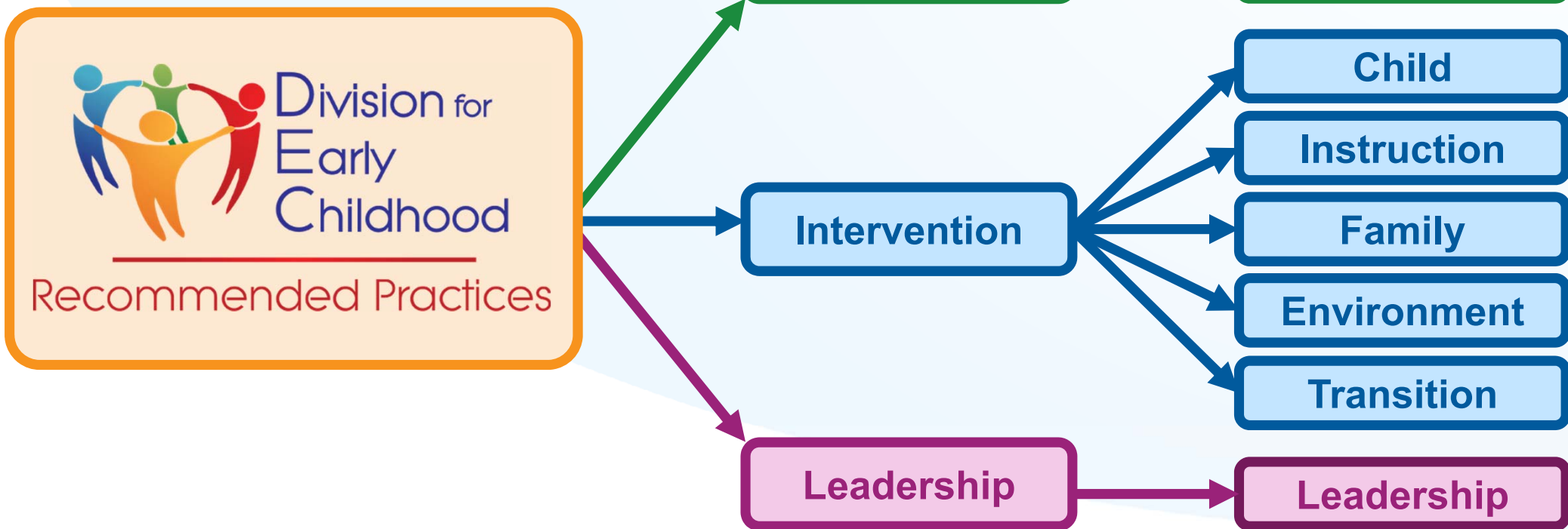
Practitioner Guidelines Brief
Decision-Making Process

Assessment

Everyday Child Capabilities

- Authentic Child Assessment
- Strengths-Based Assessment

Family-Level Supports and Resources

- Engaging Families as Partners
- Families as Team Members
- Informed Family Decision-Making

Improving Teaming and Collaboration

- Informed Clinical Reasoning
- Collaboration to Learn and Grow
- Communication for Teaming

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Practitioner Guidelines Brief Decision-Making Process

Intervention

Child Outcomes	Child Learning Activities	Instructional Practices	Environmental Supports	Family-level Practices	Facilitating Transitions
• Social-Communication Interactions • Social-Emotional Competence • Child-Child Interactions	• Child Physical Activity • Natural Learning Opportunities • Adult-Child Interactions	• Naturalistic Instruction • Embedded Instruction • Systematic Instruction	• Environmental Arrangements • Adaptations • Assistive Technology	• Family-Centered Practices • Family-Engagement Practices • Family Capacity-Building Practices	• Hospital-to-Home/Early Intervention • Early Intervention-to-Preschool • Preschool-to-School

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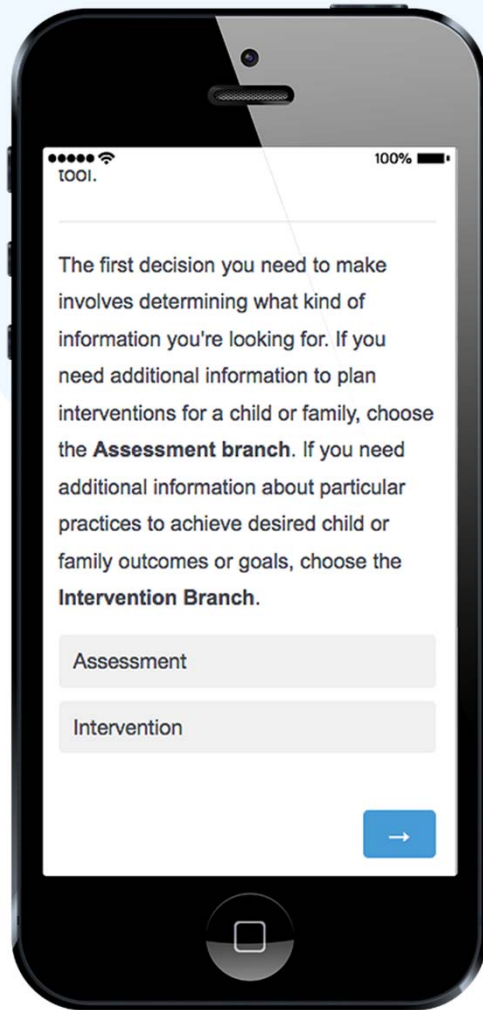
Selection Tool

- Interactive decision tree asking the user to answer questions to fully unpack what practices will best fit the situation or need

- Walks the user through the specific questions for each step of the decision-making process

- Results in the selection of a particular performance checklist

- Links the user to associated practice guides

The first decision you need to make involves determining what kind of information you're looking for. If you need additional information to plan interventions for a child or family, choose the **Assessment branch**. If you need additional information about particular practices to achieve desired child or family outcomes or goals, choose the **Intervention Branch.**

Assessment

Intervention

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Overview to the Selection Tool:
Selecting a Performance Checklist

What is the main branch of the decision tree from which you need information? → **What category of assessment or intervention practice applies to your need?** → **What specific kind of information do you need?**

Overview to the Selection Tool:
Selecting a Performance Checklist

What is the main branch of the decision tree from which you need information?

Selects ASSESSMENT or INTERVENTION practices

→

What category of assessment or intervention practice applies to your need?

→

What specific kind of information do you need?

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Overview to the Selection Tool:
Selecting a Performance Checklist

| What is the main branch of the decision tree from which you need information? | → | What category of assessment or intervention practice applies to your need? | → | What specific kind of information do you need? |

Selects the applicable CATEGORY of practice

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Overview to the Selection Tool: Selecting a Performance Checklist

What is the main branch of the decision tree from which you need information?

→

What category of assessment or intervention practice applies to your need?

→

What specific kind of information do you need?

Selects an appropriate CHECKLIST

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Selection Tool

Let's say you are a teacher in a classroom for three-year-olds.

You want to find ways to promote more frequent positive interactions among the children in the classroom and particularly, to support Riley, a child with identified disabilities, in playing with peers during everyday activities.

You decide to find help by using the ECTA Center Selection Tool to identify an applicable performance checklist and practice guide.

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Selection Tool

First, the tool asks about the **branch of practices** for which you need information:

Do you need additional information to plan interventions for a child or family? → **Assessment**

Do you need additional information about particular practices to achieve desired child or family outcomes or goals? → **Intervention**

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Selection Tool

The next question is about the **practice area**.

Promoting specific child outcomes	Child learning activities
Environmental supports to promote child participation and learning	Instructional or teaching practices
Family-level intervention practices	Facilitating child and family transitions between settings

Intervention →

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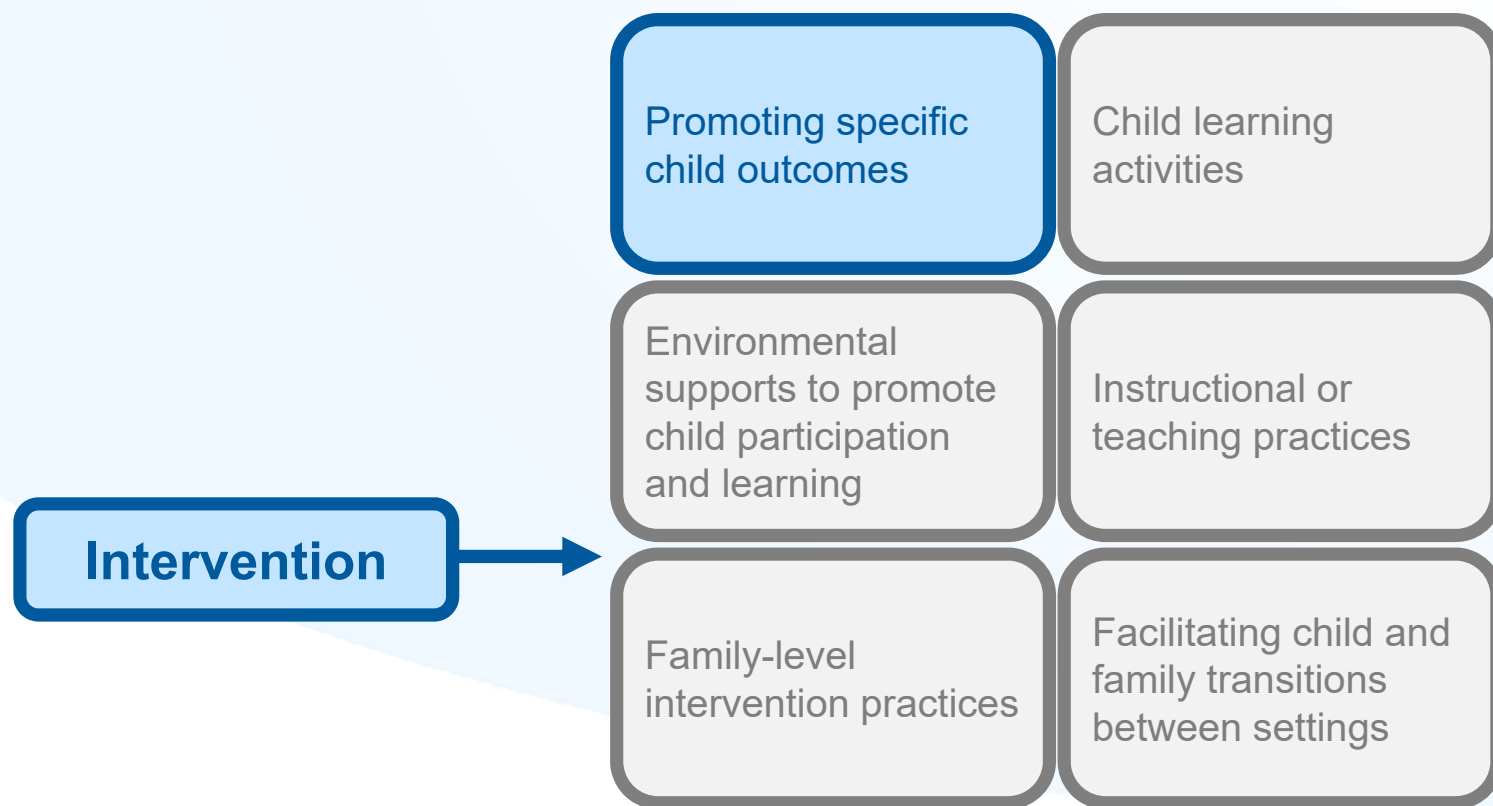
Selection Tool

Next, decide the **specific kind of information** you need.

Intervention

Promoting specific child outcomes →

Promoting child communication or language outcomes

Promoting child social-emotional outcomes

Promoting child-peer interaction competence outcomes

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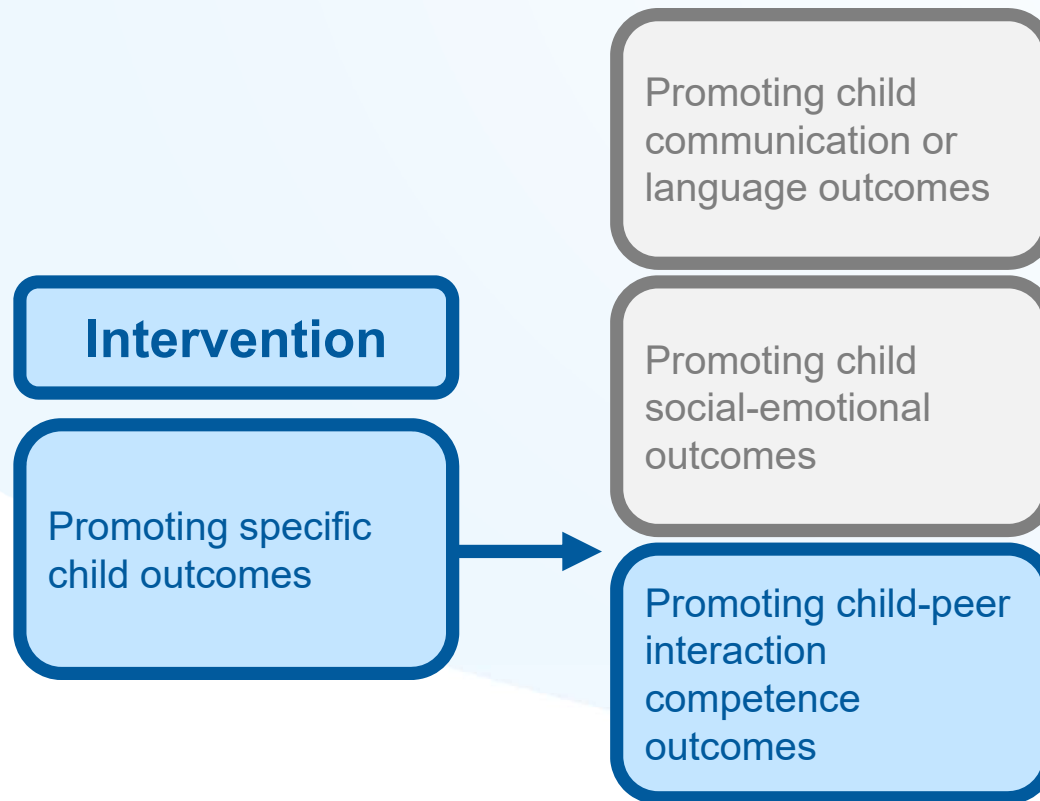
Selection Tool

Based on your choices thus far, the tool recommends a **performance checklist**.

Intervention

Promoting specific child outcomes

Promoting child-peer interaction competence outcomes → Use the **Child-Child Interaction Checklist**
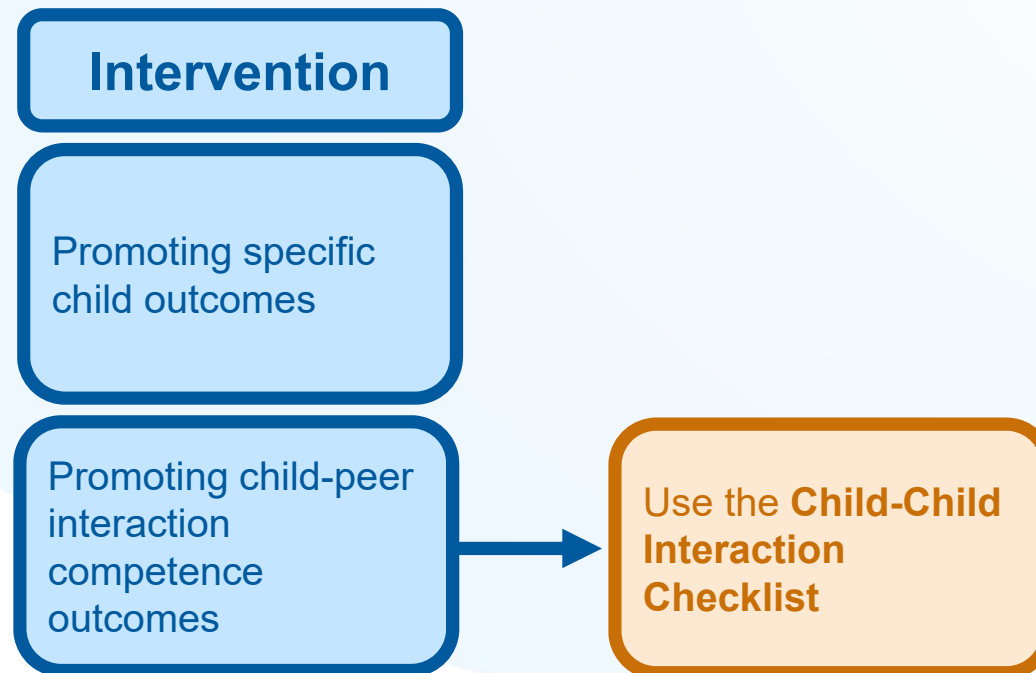
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Selection Tool

Once you've reviewed the checklist, you view the **practitioner practice guides** or **family practice guides** aligned with it, and choose the two that best meet your needs.

Intervention

Promoting specific child outcomes

Promoting child-peer interaction competence outcomes

Use the **Child-Child Interaction Checklist**

Family Practice Guides

Practitioner Practice Guides

Peer Social Interactions

Classroom Learning Activities

Opening Doors to Learning

Accentuating Positive Child Interactions

Naturalistic Instruction Practices

Following the Child's Lead

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Questions?

Let's take a tour…

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Activity 1

Read the scenarios at your table
and try out the selection tool

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Activity 2

Now, look at the common dilemma or challenge you wrote down at the beginning of the session. Try going through the selection tool to identify a checklist and practice guide(s) that addresses the challenge.

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Activity 2

Questions to evaluate activity

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

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