



## Check Your Knowledge Questions and Feedback – All Modules

### Module 1 - Interaction

#### Lesson 1

Question	Answer/Feedback
<p>Pick out the three key principles of early interactions that have been found in the research to be linked to different types of development and positive learning outcomes?</p> <ul style="list-style-type: none"> <li>A) Enthusiastic</li> <li>B) Sensitivity</li> <li>C) Supportive</li> <li>D) Responsiveness</li> <li>E) Polite</li> <li>F) Contingency</li> </ul>	<p>B, D, and F</p> <p>Three principals of early interactions- sensitivity, responsiveness, and contingency- have been linked to many different types of development and learning outcomes. Recall that using these three principles means you respond in a way that maintains a child's positive interaction. You observe and identify a child's verbal and nonverbal cues to their interests and needs. These principles include following a child's lead, matching their enthusiasm, and responding promptly.</p>
<p>Which of the following are implications for how we work with young children, particularly children with disabilities?</p> <ul style="list-style-type: none"> <li>A) The child may communicate in unfamiliar or unexpected ways that make it harder for the adult to understand and respond contingently to the child's focus of attention, intentions, and emotions.</li> <li>B) The three key principles of sensitivity, responsiveness, and contingency become a universal way of thinking that makes us continually aware of our own and others' interactions with children, and gives us a way of interpreting what we are observing.</li> <li>C) The particular interaction abilities of the child may influence the child's opportunities for interaction as well as the quality of the interpersonal exchanges that the child experiences.</li> <li>D) Observing to figure out each child's ways of showing interest and initiating interaction is critical to responding contingently.</li> <li>E) All of the above</li> </ul>	<p>E</p> <p>All of these are correct.</p>

## Lesson 2

Question	Answer/Feedback
VIDEO 1: What behavior(s) did the child use to interact with her mother?	<ul style="list-style-type: none"> <li>• Eye gaze at the desired object</li> <li>• Reaching for the desired object</li> </ul>
What child abilities did you observe in this activity of interaction?	<ul style="list-style-type: none"> <li>• Sitting without assistance</li> <li>• Reaching</li> <li>• Using the gesture of reaching to communicate what she wanted</li> </ul>
VIDEO 2: What behavior(s) did the child use to interact with his mother?	<ul style="list-style-type: none"> <li>• Moved leg off of mother's lap Pulled leg off of mother's lap using his arm and hand</li> </ul>
What were the child outcomes when the mother responded to her child's interactions?	<ul style="list-style-type: none"> <li>• The child moved, laughed, and used the behavior of moving his leg several times to continue the game</li> </ul>
What child abilities did you observe in this interaction?	<ul style="list-style-type: none"> <li>• Sitting with assistance Hand/eye coordination Vocalization Attention span supporting his initiation and participation in the interaction Some gross motor control to move his leg</li> </ul>
VIDEO 4: What behavior(s) did the child use to interact with the toy and his mother?	<ul style="list-style-type: none"> <li>• Used gestures to communicate which animal's sound he wanted to hear Gazed at the desired animal (subtle) Vocalized Pointed Imitated a sign Turned to his mother</li> </ul>
What child abilities did you observe in this interaction?	<ul style="list-style-type: none"> <li>• Sitting without assistance Using gestures to communicate Attention span supports the interaction Vocalizations Imitations of sounds and signs</li> </ul>
VIDEO 5: In what did the child show interest?	<ul style="list-style-type: none"> <li>• This little boy is showing a lot of interest in the squeak toy and finding different ways to play with it. He shows he is enjoying the noise it makes in several ways!</li> </ul>
VIDEO 6: How is the child showing interest in the creek?	<ul style="list-style-type: none"> <li>• Many children love water play. This creek is keeping this child interested. By splashing and digging, he is showing his interest.</li> </ul>
VIDEO 7: In what activity is the child showing interest?	<ul style="list-style-type: none"> <li>• This child is staying very engaged in this water play, it is holding his attention and he is showing which toys he prefers.</li> </ul>

Question	Answer/Feedback						
<p>VIDEO 8: In what behaviors is the child engaged that show interest?</p>	<ul style="list-style-type: none"> <li>This child loves playing with balls and finding his favorite colors. He is picking up ball after ball.</li> </ul>						
<p>Which of the following might be an example of a young child’s attempt to interact? CHECK ALL that apply.</p> <p>A) Pointing to objects            B) Turning away from a caregiver            C) Smiling            D) Vocalization            E) Lifting arm</p>	<p>A, C, D, and E</p> <p>Turning away from a caregiver is not a sign that the child is attempting to interact. This could be a sign that the child feels overstimulated and needs quiet or less interaction. Something as subtle as lifting an arm may be a young child’s way of expressing an interest.</p>						
<p>Match the term on the left with the examples on the right.</p> <table border="1" data-bbox="94 810 781 1213"> <tr> <td data-bbox="94 810 440 947">Signs of interaction ____</td> <td data-bbox="440 810 781 947">A) eye contact, smiling, pointing, babbling, talking</td> </tr> <tr> <td data-bbox="94 947 440 1083">Social play ____</td> <td data-bbox="440 947 781 1083">B) pat-a-cake, peek-a-boo, songs and fingerplay</td> </tr> <tr> <td data-bbox="94 1083 440 1213">Everyday activities ____</td> <td data-bbox="440 1083 781 1213">C) meal times, car rides, bath time, playing with peers</td> </tr> </table>	Signs of interaction ____	A) eye contact, smiling, pointing, babbling, talking	Social play ____	B) pat-a-cake, peek-a-boo, songs and fingerplay	Everyday activities ____	C) meal times, car rides, bath time, playing with peers	<p>Social Play is Pat-a-cake, peek-a-boo, songs, and fingerplay. Everyday activities include meal times, car rides, bath time, and playing with peers. Signs of interaction are eye contact, smiling, pointing, babbling, and talking.</p>
Signs of interaction ____	A) eye contact, smiling, pointing, babbling, talking						
Social play ____	B) pat-a-cake, peek-a-boo, songs and fingerplay						
Everyday activities ____	C) meal times, car rides, bath time, playing with peers						
<p>Why are everyday activities important to child interaction? CHECK ALL that apply.</p> <p>A) They allow the child many opportunities to interact with adults and/or children.            B) They give the adult time to check emails.            C) They allow the adult many opportunities to observe children engaged in social play.            D) They give the adult opportunities to observe and identify the child’s interests.</p>	<p>A, C, and D</p> <p>Everyday activities allow the child many opportunities to interact with adults and/or children, allow the adult many opportunities to support the child in social play, and give the adult opportunities to observe and identify the child’s interests.</p>						

<p>What important things do you learn by observing a child? CHECK ALL that apply.</p> <p>A) The behaviors a child is using to interact with adults and/or peers.</p> <p>B) The behaviors a child needs to learn in order to interact with adults and/or peers.</p> <p>C) If the child is wearing matching socks.</p> <p>D) The child's interests, which can be used to motivate the child to participate in learning activities.</p>	<p>A, B, D</p> <p>By observing a child, an adult can learn the behaviors a child is using to interact with adults and/or peers, the behaviors a child needs to learn in order to interact with adults and/or peers, and the child's interests, which can be used to motivate the child to participate in learning activities.</p>
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### Lesson 3

Question	Answer/Feedback
<p>VIDEO: Watch and Wait</p> <p>Which of these behaviors did you see the mother do in this video? Check all that apply.</p> <p>A) Pay attention to the child's actions and behaviors, or intent to engage.</p> <p>B) Respond to the child's actions or behaviors by repeating or imitating her.</p> <p>C) Support and encourage existing or new child behavior by asking questions or making comments.</p> <p>D) Introduce new information by extending and expanding with new language that elaborates on what the child does or says (labeling items, naming what the child is looking at).</p>	<p>This mother showed all of the behaviors. She paid attention to the child's actions and behaviors, or intent to engage. She responded to the child's actions or behaviors by repeating or imitating her. She supported and encouraged existing or new child behavior by asking questions or making comments. And finally, she introduced new information by extending and expanding with new language.</p>
<p>VIDEO: Parent – Child Interaction</p> <p>What did the mother do to respond contingently to her child?</p>	<p>This mother:</p> <ul style="list-style-type: none"> <li>• extends</li> <li>• uses words to explain what the child is doing</li> <li>• pays attention</li> <li>• waits</li> <li>• She repeats what her daughter says and names ingredients</li> <li>• She uses words to explain the measuring cups and what they are for.</li> <li>• She promptly replies.</li> <li>• She lets her child process what has been said.</li> </ul>

<p>VIDEO: Shared Reading, Part 2</p> <p>Which opportunities does this activity provide for the child? Check all that apply.</p> <ul style="list-style-type: none"> <li>A) Opportunities for a child to interact with an adult and/or another child</li> <li>B) Opportunities for a child to express his emotions and have them interpreted</li> <li>C) Opportunities for a child to communicate verbally and/or non-verbally</li> <li>D) Opportunities to build a child’s social-emotional competence</li> </ul>	<p>This father is providing all the opportunities mentioned. In this activity, the child is interacting with an adult. He is able to express his emotions through smiling and acting shy. He is able to communicate both verbally and nonverbally. This activity builds social and emotional competence because this father is paying attention and responding to his son, giving him the message that he matters!</p>
<p>Match the following terms with their definition on the left:</p>	<p>Response Contingency is “the adult’s sensitivity to the child’s emotions and emerging abilities and responsiveness to the child’s interests, emotions, and unintentional and intentional communicative acts.” Social Play activities are activities in which a child is able to interact with an adult or child in a meaningful way. Joint-Attention occurs when a child is able to play with a toy or object and interact with an adult, i.e. shared storybook reading.</p>
<p>Response contingency ____</p>	<p>“The adult’s sensitivity to the child’s emotions and emerging abilities and responsiveness to the child’s interests, emotions, and unintentional and intentional communicative acts”</p>
<p>Social play ____</p>	<p>Activities in which a child is able to interact with and adult or child in a meaningful way</p>
<p>Joint-attention ____</p>	<p>When a child shares interest in a toy, object, or event with an adult or peer, and there is shared understanding that both are interested in the same toy, object, or event (e.g. shared reading)</p>

## Module 2 - Transition

### Lesson 1

Question	Answer/Feedback
<p><i>Maria, a child with developmental disabilities, is transitioning from a center-based preschool program to kindergarten next month. Her new teacher, Miss Shauna, has already met Maria's parents once to complete some paper work and provided them with a tour of the school and classroom.</i></p> <p>What else can Miss Shauna do to ensure Maria has a successful transition into her new environment?</p> <ul style="list-style-type: none"> <li>A) Share more information about the daily class schedule and expectations</li> <li>B) Learn more about Maria and her family, including Maria's likes and dislikes, her strengths and needs, and the family's preferred form of communication.</li> <li>C) Inform the parents that it would be best for Maria if they did not walk her to class but rather drop her off at the front of the school in the drop-off line with the other children, beginning with the first of day school.</li> </ul>	<p>A and B</p> <p>The strategies described in A and B will help identify and minimize child and family disruptions across settings and are critical in helping with planning for transition.</p>
<p>Children's academic skills are predictive of a more successful adjustment after transition as compared to their social skills.</p> <ul style="list-style-type: none"> <li>A) True</li> <li>B) False</li> </ul>	<p>False</p> <p>Specific child-level skills such as social, communication, and adaptive development are found to be predictive of a more successful adjustment after transition, more so than academic skills.</p>

## Lesson 2

Question	Answer/Feedback
<p>Which of the following is NOT an expectation of the sending program?</p> <p>A) Submit the referral to early intervention promptly and with all necessary information.</p> <p>B) Expect the family to initiate all the contact between the hospital and early intervention</p> <p>C) Respond to requests for information, as appropriate</p> <p>D) Gather information from early intervention to help families understand early intervention</p>	<p>B</p> <p>The sending program should initiate contact with the receiving program, but keep the family involved in the process.</p>
<p>Which of the following is NOT an expectation of the receiving program?</p> <p>A) Submit the referral to early intervention.</p> <p>B) Ask the hospital staff if the family has signed a release and is ready to be contacted</p> <p>C) Support practitioners from the hospital with understanding that early intervention is a system of supports and services designed to assist the family in helping their child grow and learn.</p> <p>D) Gather information on the family, as appropriate, from hospital staff.</p>	<p>A</p> <p>It is the role of the sending program, such as a hospital, to submit the referral to early intervention.</p>
<p>As the receiving program, or early intervention program, how would you ensure you are effectively communicating with the hospital staff?</p> <p>What information should be communicated?</p> <p>How will the early intervention practitioner best engage Esperanza and other family members in conversations to share information about Juan?</p>	<ul style="list-style-type: none"> <li>• Responding promptly to referral from the hospital staff.</li> <li>• Providing practitioners from the hospital with information about early intervention.</li> <li>• Gathering information on the family, as appropriate, from hospital staff.</li> <li>• Engaging a cultural mediator/interpreter to help share the information with the family.</li> </ul>
<p>How can the receiving program (the preschool) engage in conversations to understand key information about Maya and help Maya's family feel more at ease during the transition?</p> <p>What information should the early intervention team—the sending program—communicate to ensure successful adjustment of Maya and her family to the new program?</p>	<p>The receiving program should listen attentively and actively and engage practitioners from early intervention and Maya's family in conversations to gain information.</p>

<p>As the sending program, or preschool, how would you engage in communication before, during, and after transition with the receiving program (kindergarten)?</p> <p>As the receiving program, or kindergarten, how would you ensure a successful adjustment for Rashida?</p>	<p>As sending or receiving practitioners, you would engage in ongoing communication throughout the transition process.</p> <p>As a sending program, you could share strategies that have worked for Rashida with the receiving program. You should also, with permission of the family, invite kindergarten and key elementary school personnel to attend the IEP meeting or another meeting to learn about the child and family.</p> <p>As a receiving program, you will want to learn as much as possible from the family and sending practitioners about Rashida as well as strategies that worked for her in their program.</p>
<p>VIDEO: Bringing it all Together (CONNECT Modules)</p> <p>What examples of positive communication did you see in the video you just watched?</p>	<p>The practitioners listened actively and attentively to each other.</p> <p>The practitioners asked clear questions to better understand how they might best work together to support a new child in the program.</p>
<p>During the transition process, what is the goal of the practitioner?</p> <p>A) Move into the new program                  B) Adjust to the new program                  C) Prepare to move out of the program                  D) All of the above</p>	<p>D</p> <p>During the transition process, the goal of a practitioner, regardless of the program they work in, is to support a child and family to move into the new program, adjust to the new program, and prepare to move out of the program.</p>

### Lesson 3

Question	Answer/Feedback
<p>Which of the following describes the strategies Joanne uses? Check all that apply.</p> <p>A) Intentional                  B) Thoughtful                  C) Purposeful                  D) Well-timed                  E) Carefully planned</p>	<p>All items are correct.</p> <p>Joanne is intentional by setting up the meeting and thoughtful by including everyone. She is purposeful by making sure she knows what the family's priorities are. It is well-timed because it is well before the transition and carefully planned because she has a plan for the meeting and communicates with everyone beforehand about what they will discuss</p>



<p>What high-intensity strategies would you select to support these children and their families before, during, and after their transition to the new class or new school year?</p> <p>What low-intensity strategies would you select?</p>	<p>High Intensity Strategies for Robert and Eli:</p> <ul style="list-style-type: none"> <li>• Classroom visits</li> <li>• Review child transition profiles</li> <li>• Home visits</li> <li>• Phase-in days</li> <li>• Continuing adaptations             <ul style="list-style-type: none"> <li>○ Environment</li> <li>○ Instruction</li> </ul> </li> </ul> <p>Low Intensity Strategies for All Children:</p> <ul style="list-style-type: none"> <li>• Open house</li> <li>• Form letters             <ul style="list-style-type: none"> <li>○ Welcome</li> <li>○ Bios and photos of all providers</li> </ul> </li> </ul> <p>High Intensity Strategies for Returning Children: Home visits</p>
<p>It is a month prior to the start of a new year and you are excited to welcome the children and families who will be part of your preschool classroom. Select two strategies you would use for the entire group:</p> <ul style="list-style-type: none"> <li>A) Transition profile</li> <li>B) Open house</li> <li>C) Form letter</li> <li>D) Transition plan</li> </ul>	<p>B and C</p> <p>Open house and form letters are two strategies that involve groups. These are known as low-intensity strategies and are not individualized for a particular child. They are available to all children regardless of need.</p>
<p>Amanda is a child with developmental delays who will be joining your toddler classroom in the new school year. Which four of the following strategies would you use to ensure that her individual needs are met so that she will have a smooth transition to your classroom?</p> <ul style="list-style-type: none"> <li>A) Classroom visits</li> <li>B) Transition profile</li> <li>C) Open house</li> <li>D) Phase-in days</li> <li>E) Form letter</li> <li>F) Transition plan</li> </ul>	<p>A, B, D, and F</p> <p>These are high-intensity strategies that are individualized to meet the child's specific needs.</p>

## Module 3 – Environment

### Lesson 1

Question	Answer/Feedback
<p>Placing children in high-quality early care and education environments alone can increase their opportunities to learn and be socially included.</p> <p>A) True B) False</p>	<p>B</p> <p>Placing children in high-quality early care and education environments alone cannot increase their opportunities to learn and be socially included. Adults are critical in shaping environments and experiences to promote children’s development and learning.</p>
<p>In the new school year, Mrs. Shah is receiving Anthony, a child with moderate developmental disabilities. How can she ensure that the classroom environment is accessible for Anthony? Select ALL that apply.</p> <p>A) Work with Anthony’s family and early intervention team to adapt and modify the environment and to learn about any assistive technology that can help Anthony. B) Use Universal Design for Learning (UDL) to create an accessible environment. C) Hire a teacher aide to help him with all of the routines and activities. D) All of the above.</p>	<p>A and B</p> <p>The answers are A and B. The strategies described in those answers will help Anthony have access to the classroom and activities.</p>

### Lesson 2

Question	Answer/Feedback
<p>In the practice guide, Toddlers on the Move, what are some indicators that tell you the physical activity opportunities and modifications are working? Check all that apply.</p> <p>A) All children in your classroom are moving in a variety of ways most of the time. B) Children ask to play movement activities by using gestures, signs, or words. C) Children are engaging in familiar movements and acquiring new movement skills.</p>	<p>A, B, and C are all correct</p>

Question	Answer/Feedback
<p>VIDEO: Lunch Gadgets</p> <p>What modified materials are used to support the child in feeding himself during meal time with peers?</p>	<p>You may have noticed the following material modifications:</p> <p>a child-sized table and chairs,</p> <p>a child-sized plate with sectional dividers supports the child in scooping the food on to the utensil,</p> <p>the use of a shelf-liner underneath the plate prevents it from sliding out of the child's reach,</p> <p>the child has been given a cup with a lid that supports his ability to hold the cup and drink independently.</p>
<p>Which of the following are considerations for selecting Assistive Technology? Check all that apply.</p> <p>A) The child's abilities and strengths</p> <p>B) The child's preferences</p> <p>C) The child's interests</p>	<p>A, B, and C</p> <p>They all should be considered</p>
<p>Write down some additional considerations that you think may be important in selecting Assistive Technology to support a child's participation.</p>	<p>Some additional considerations you may have thought about are:</p> <p>Cost- Can the AT be purchased or made with existing materials?</p> <p>Accessibility- Is the AT easily accessible to the child? Does it require a significant amount of time in setting up for the child's use? Does it require an adult's assistance for use?</p>
<p>Why are everyday activities and routines important? Check all that apply.</p> <p>A) Child practices existing and new skills</p> <p>B) Adult has opportunities to observe and identify how the child interacts with objects, settings, and people</p> <p>C) Multiple opportunities for the child to interact with his/her environment</p> <p>D) Multiple opportunities for adults to support the child</p>	<p>A, B, C, and D</p> <p>Everyday activities and routines are reoccurring opportunities for children to practice existing and new skills within the context of their natural environments. Because these activities happen every day, they provide adults a chance to observe and identify how the child interacts with objects, settings, and people. Throughout the day, there are multiple opportunities for the child to interact and multiple opportunities for adults to support the child.</p>

<p>Which of the following is NOT an outcome of providing schedules and routines for young children?</p> <p>A) Create a sense of security          B) Help young children adjust to new situations          C) Create children who grow up to be rigid          D) Prevent challenging behaviors</p>	<p>C</p> <p>One component of the environment that affects children is schedule, or timing and sequence of activities. Predictable schedules and routines create a sense of security, help young children to learn about their world, help them to adjust to new situations, and prevent challenging behaviors.</p>	
<p>Match the following:</p>	<p>Making sure there is room for all children to move easily around the classroom is a way to set up the physical space (arrangement) so children can move independently. Placing nonslip shelf liner under a bowl to secure it during mealtimes involves providing materials so that children's needs are met. Placing the toy cars on the same shelf is a way to set up a consistent physical environment. Scheduling daily routines and activities is an example of temporal environment.</p>	
<p>Physical space-consistency ____</p>		<p>A) Making sure there is room for all children to easily move around the classroom</p>
<p>Temporal ____</p>		<p>B) Placing non-slip shelf liner under a bowl to secure it during mealtimes</p>
<p>Physical space – arrangement ____</p>		<p>C) Placing the toy cars on the same shelf</p>
<p>Physical space – materials ____</p>	<p>D) Scheduling daily routines and activities</p>	

### Lesson 3

Question	Answer/Feedback
<p>VIDEO: In the Kitchen</p> <p>How did the child participate in the activity?</p>	<p>You may have noticed the child participating by scooping and pouring water from the cup, asking her mother questions about the items in the water, and engaging in back and forth conversation with her mother.</p>
<p>VIDEO: Storybook Reading</p> <p>How did the child participate in the activity?</p>	<p>During your observation you may have noticed that the child is participating in the activity by counting beads; engaging in joint interaction by counting the number of beads and verbally responding to the teacher when asked how many beads; and how the child physically moves the beads while he counts each of them.</p>

<p>VIDEO: Watering the Flowers</p> <p>How did the child participate in the activity?</p>	<ul style="list-style-type: none"> <li>• Provide a smaller water pitcher for the child to fill and carry independently.</li> <li>• Fill the pitcher with less water so that the child is able to lift and carry it independently.</li> <li>• Allow the child to use the water hose to spray and water the flowers independently.</li> </ul>
<p>Ethan is a three-year old with speech delay. He gets frustrated when he is not understood and also throws a tantrum when he has to transition from one activity to another. Besides an augmentative communication device, what are two additional accommodations or modifications his teachers and family can use?</p> <p>A) Modified paper cup that can be used as a paint brush  B) Choice board  C) Visual schedule  D) Walking support</p>	<p>B and C</p> <p>It would benefit Ethan if his teachers and family work with his speech therapist to incorporate these visual supports into his everyday activities and routines. The choice board will help Ethan communicate which learning center he wants to participate in. The teachers and family can create different choice boards for different activities and routines (e.g., food choices for snack time, outdoor play options, etc.). The visual schedule will provide Ethan with the order of the day's events. Ethan's teachers and family can go through the visual schedule every day to help Ethan anticipate his daily activities.</p>
<p>LingLing is a two-year old with cerebral palsy. LingLing's favorite activities are books and art but she is often frustrated by her fine motor skills. She uses a walker to move around the classroom and a stander for support at some centers. Besides her walker and the stander, what are two additional accommodations or modifications her teachers and family can use to support her interest?</p> <p>A) Word chart  B) Specialized seating  C) Adapted book  D) Painting with a ball</p>	<p>C and D</p> <p>It would benefit LingLing if her teachers and family work with her occupational therapist to incorporate these modifications and accommodations to support her in her favorite activities. An adapted book with popsicle sticks or pieces of foam on the corner of each page can help separate the pages and support LingLing in turning the pages more easily. LingLing's teachers and family can also adapt books by removing pages of books and laminating each page or putting each page into a photo album. Putting balls in the art area can provide LingLing with the ability to have a better grip to work on painting. LingLing's teachers and family can also use a tennis ball, stress ball or prescription bottle to build small handles for LingLing to use crayons and colored pencils.</p>

<p>Devon is a four-year old with autism who is uncomfortable in crowded areas or when other children are close to him. However, he has been showing some interest in the dramatic play area, but has been unwilling to enter the center during free play. What are some accommodations the teachers could use to support his participation?</p> <ul style="list-style-type: none"> <li>A) Visual schedule</li> <li>B) Move the shelves to create a larger play area</li> <li>C) Decrease the number of children in the center at one time from 5 to 3</li> <li>D) All of the above</li> </ul>	<p>B and C</p> <p>As Devon is not comfortable in crowded areas or when other children are close to him, it would be, if his teachers and family attended to the physical modifications of the space by moving the shelves to create a larger space as well as decreasing the number of children in the dramatic play area. Other possible accommodations after attending to the physical space might include supporting the other two peers in the dramatic play area in developing strategies to help with Devon’s play and ways to scaffold and simplify the activities by developing visual supports that provide a breakdown of the tasks.</p>
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## Module 4 – Teaming and Collaboration

### Lesson 1

Question	Answer/Feedback
<p>The best available research on teaming and collaboration identified several factors that influence effective collaboration. Select the factor(s):</p> <ul style="list-style-type: none"> <li>A) Communication and group facilitation</li> <li>B) Team purpose</li> <li>C) Team composition</li> </ul>	<p>A, B, and C</p> <p>The best available research from a variety of fields shows that team composition, communication and group facilitation strategies, and team purpose can influence successful collaboration.</p>
<p>Tracey, the service coordinator, is coordinating a monthly meeting for Kartik’s team to discuss progress and share ideas. Kartik is a sweet two-year old boy with cerebral palsy who has just joined Ms. Ching’s class. Whom should Tracey include in the monthly meeting? Select ALL that apply:</p> <ul style="list-style-type: none"> <li>A) Kartik’s occupational and physical therapists, and speech pathologist</li> <li>B) Ms Ching, Kartik’s teacher</li> <li>C) Kartik’s parents</li> <li>D) Kartik’s next door neighbor who babysits him once a month</li> </ul>	<p>A, B, and C</p> <p>Families are an essential part of the team and it is important that teams represent multidisciplinary members who are working with the child. Teachers are also critical members of the team and should always be included. While Kartik’s next-door neighbor is a support system for his family, it is not necessary to include her in the team meeting.</p>

## Lesson 2

Question	Answer/Feedback
<p>What are some of the reasons that it is important to include families as part of the team? Check all that apply.</p> <ul style="list-style-type: none"> <li>A) Families share valuable information about their child.</li> <li>B) Families know what their children enjoy and find interesting.</li> <li>C) Families know what their children are good at.</li> <li>D) Families can listen to practitioners' advice since they usually know what is best.</li> </ul>	<p>A, B, and C</p> <p>Families hold valuable information about their children. Although practitioners also have important knowledge, all members of the team often have something important to share that leads to the best outcomes for children.</p>
<p>Did You See Evidence of This Indicator in Vignette 1?</p> <p>Item 1: Tell families that they are the experts on their child and the most important members of the team.</p> <ul style="list-style-type: none"> <li>A) Yes</li> <li>B) No</li> </ul>	<p>No</p> <p>It is not explicitly stated.</p>
<p>Did You See Evidence of This Indicator in Vignette 1?</p> <p>Item 2: Ask families if they prefer to be addressed as Ms./Mr. or by first names and honor these preferences.</p> <ul style="list-style-type: none"> <li>A) Yes</li> <li>B) No</li> </ul>	<p>Yes</p> <p>The first item on the agenda is to listen to an update on Brady and his family from Jessica, or "Jess" as she prefers to be called</p>
<p>Did You See Evidence of This Indicator in the Vignette 1?</p> <p>Item 3: Include families in identifying a practitioner from the team who will serve as the primary liaison between the family and other team members.</p> <ul style="list-style-type: none"> <li>A) Yes</li> <li>B) No</li> </ul>	<p>Yes</p> <p>Jessica agreed early on that she would prefer the Service Coordinator be the liaison between her and the other team members.</p>

<p>Did You See Evidence of This Indicator in the Vignette 1?</p> <p>Item 4: Share all information that is available to practitioners with families.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>Jessica is reading a collection of notes that the Service Coordinator emailed from each member before the individualized Family Service Plan (IFSP) team meeting.</p>
<p>Did You See Evidence of This Indicator in the Vignette 1?</p> <p>Item 5: Share information that is jargon-free, clear and simply stated so that ALL members can understand and participate in conversations and decisions.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>The physical therapist stops periodically to explain what some of the terms mean and ask if anyone has any questions related to her report. It is important that practitioners introduce necessary terms to families and other practitioners. Not everyone on the team may speak the same “professional language.” It is important to clarify any jargon that is absolutely necessary and critical to the conversation to the family and other team members to support them in fully understanding the conversations and decisions being made.</p>
<p>Did You See Evidence of This Indicator in the Vignette 1?</p> <p>Item 6: Provide multiple opportunities for families to meet with other team members and discuss information openly.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>She already met with Jessica and Brady’s childcare teacher one month ago to discuss the results.</p>
<p>Did You See Evidence of This Indicator in the Vignette 1?</p> <p>Item 7: Schedule all meetings pertinent to the family and child at times and locations convenient for the family.</p> <p>A) Yes B) No</p>	<p>No</p> <p>Jessica is a bit stressed today because the only time the team could all meet is during Jessica’s lunch break.</p>
<p>Did You See Evidence of This Indicator in the Vignette 1?</p> <p>Item 8: Prepare families for each interaction and solicit their input and ideas prior to any formal meeting.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>The Service Coordinator asked each team member to provide any additional input or requests two days prior to the meeting so that it could be included in the meeting discussion.</p>



<p>Did You See Evidence of This Indicator in the Vignette 1?</p> <p>Item 9: Ask families how they want to contribute to and be involved in any team interaction, recognizing that this may change over time and with the purpose of each interaction.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>The Service Coordinator confirmed from Jessica that she is still comfortable sharing updates on Brady and the family at the beginning of each meeting.</p>
<p>Did You See Evidence of This Indicator in the Vignette 1?</p> <p>Item10: Establish a climate that allows ALL team members to feel comfortable, share ideas, ask questions, suggest activities, and solve problems together.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>The Service Coordinator reads aloud the first goal and then asks each person to share insight about the goal if applicable. She has asked another team member to take notes. Jessica begins, and each practitioner offers their observations of Brady's progress related to each goal.</p>
<p>Did You See Evidence of This Indicator in the Vignette 1?</p> <p>Item 6: Provide multiple opportunities for families to meet with other team members and discuss information openly.</p> <p>A) Yes B) No</p>	
<p>Did You See Evidence of This Indicator in the Vignette 1?</p> <p>Item 11: Accept and support families' decisions in all ongoing interactions.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>The Service Coordinator then asks Brady's mom Jessica for a final decision on documenting the goal as completed or to be continued.</p>
<p>How did the Listening and Spoken Language Specialist use her knowledge and expertise to support the family's language goals for their child?</p>	<p>The Listening and Spoken Language Specialist used her expertise to suggest an intervention that both the parent and childcare teacher could use to support the child's language development.</p>

<p>Check all of the elements that are important to a team.</p> <ul style="list-style-type: none"> <li>A) Multidisciplinary</li> <li>B) Culturally sensitive</li> <li>C) Knowledge and expertise</li> <li>D) Strong computer skills</li> <li>E) Respectful</li> </ul>	<p>A, B, C, and E</p> <p>Key elements of a collaborative team include a multidisciplinary group of members including the family, culturally sensitive team members who demonstrate respect for the family's values and traditions, members who have diverse knowledge and expertise, and members who demonstrate respect. Strong computer skills are appreciated, but are not a vital aspect to a team.</p>
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### Lesson 3

Question	Answer/Feedback
<p>Which of the following are strategies for keeping the team working together? Check all that apply.</p> <ul style="list-style-type: none"> <li>A) Identify a team leader</li> <li>B) Allow the meeting to flow without an agenda</li> <li>C) Identify the roles and responsibilities of each member</li> <li>D) Communicate regularly with the team</li> <li>E) Rather than regular meetings, meet when a member of the team thinks something needs to be addressed</li> <li>F) Decide ahead of time what you want the outcome of the meeting to be and stick to it!</li> </ul>	<p>A, C, and D</p> <p>The team leader should set an agenda for the team. The team should meet regularly. Team members should keep an open mind and be flexible.</p>
<p>Did You See Evidence of This Indicator in the Vignette 2?</p> <p>Item 1: Tell families that they are the experts on their child and the most important members of the team.</p> <ul style="list-style-type: none"> <li>A) Yes</li> <li>B) No</li> </ul>	<p>Yes</p> <p>The occupational therapist offers to support the intervention the physical therapist has mentioned. He asks if they can schedule some back to back therapy sessions so that he can watch the physical therapist and teacher/ or mom implement.</p>
<p>Did You See Evidence of This Indicator in the Vignette 2?</p> <p>Item 2: Ask families if they prefer to be addressed as Ms./Mr. or by first names and honor these preferences.</p> <ul style="list-style-type: none"> <li>A) Yes</li> <li>B) No</li> </ul>	<p>Yes</p> <p>The first person, the occupational therapist offers some tips on adaptations that can be used to support Brady's use of his walker. He also suggests some environmental arrangements that can be done in the home and different ideas for the classroom.</p>

Question	Answer/Feedback
<p>Did You See Evidence of This Indicator in the Vignette 2?</p> <p>Item 3: Include families in identifying a practitioner from the team who will serve as the primary liaison between the family and other team members.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>The physical therapist demonstrates an intervention strategy during the meeting. She will also demonstrate using the intervention during her next visit with Brady at his school.</p>
<p>Did You See Evidence of This Indicator in the Vignette 2?</p> <p>Item 4: Share all information that is available to practitioners with families.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>There were discussions and group problem solving opportunities.</p>
<p>Did You See Evidence of This Indicator in the Vignette 2?</p> <p>Item 5: Share information that is jargon-free, clear and simply stated so that ALL members can understand and participate in conversations and decisions.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>Consultation skills such as active listening, writing down and repeating what was said for confirmation were used.</p>
<p>Did You See Evidence of This Indicator in the Vignette 2?</p> <p>Item 6: Provide multiple opportunities for families to meet with other team members and discuss information openly.</p> <p>A) Yes B) No</p>	<p>Actually, the answer is Yes AND No. The Speech Language Pathologist is checking her emails and does not appear to be fully engaged. However, the rest of the team appears to be fully engaged based on their participation in the problem-solving discussion.</p>
<p>Did You See Evidence of This Indicator in the Vignette 2?</p> <p>Item 7: Schedule all meetings pertinent to the family and child at times and locations convenient for the family.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>The Service Coordinator circles back to the parent and teacher to confirm it addresses their concerns.</p>

<p>Did You See Evidence of This Indicator in the Vignette 2?</p> <p>Item 8: Prepare families for each interaction and solicit their input and ideas prior to any formal meeting.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>The teacher and mom agree to videotape how the strategies are going at school and home. They will send the video to the team for feedback. The Service Coordinator notes to check-in on progress in three weeks and determine if adjustments need to be made.</p>
<p>Which of the following answers best describes the purpose of teaming and collaboration? Select one. Communication and group facilitation</p> <p>A) To allow opportunities for practitioners to talk. B) To hold each person accountable for what they are and aren't doing to help the child. C) To promote and sustain collaborative adult partnerships, relationships, and ongoing interactions to ensure that programs and services achieve desired child and family outcomes and goals</p>	<p>C</p> <p>To promote and sustain collaborative adult partnerships, relationships, and ongoing interactions to ensure that programs and services achieve desired child and family outcomes and goals. While it's important for practitioners to exchange information, it is not the sole purpose for teaming and collaboration. The purpose of teaming and collaboration is also not for accountability. This often undermines collaboration.</p>

## Module 5 – Family

### Lesson 1

Question	Answer/Feedback
<p>Research shows that positive outcomes for families and their young children with disabilities are demonstrated when professionals:</p> <p>A) Build trusting relationships B) Ensure their interactions with parents strengthen parent beliefs that they can meet their child's needs C) Use capacity building practice D) All of the above</p>	<p>D</p> <p>Research shows that positive outcomes for families and their young children with disabilities occur when professionals: build trusting relationships, ensure their interactions with parents strengthen parent beliefs that they can meet their child's needs and use capacity-building practices.</p>
<p>Karla is a very dedicated early interventionist who has been in the field for 16 years. On a typical home visit with a child and parent, she spends most of her time on the floor with the child, periodically telling the parent what she is doing and why. What could Karla do to strengthen the family practices she uses? Check all that apply:</p> <p>A) Ask the parent to join her and the child on the floor</p>	<p>A, B, and D</p> <p>Asking the parent to join the practitioner and child on the floor increases the parents' proximity to the activities and being worked on and increases the likelihood that the parent will be engaged (a). By starting each session asking the parent about how the child is doing with a particular activity being worked on, the practitioner demonstrates value in the parent's perspective and is getting information about implementation between her visits (b). Asking the parent about the child's preference in</p>

Question	Answer/Feedback
<p>B) Begin each session by asking the parent how the child is doing with a particular activity they have been working on</p> <p>C) Tell the parent what activities they will be working on next</p> <p>D) Ask the parent about toys or other interests the child has that may motivate the child to explore the activity in more depth</p>	<p>toys or other interests values the parent's observations and provides an opportunity to celebrate in what their child enjoys to do, which can lead into joint brainstorming about how to use that motivation to expand the activity (d).</p> <p>Telling the parent what activities they will be working on next (c) implies that the practitioner is the expert who is directing and selecting the intervention strategies to be used. The parent and practitioner, based on challenges and priorities expressed by the parent, should make these decisions jointly.</p>

## Lesson 2

Question	Answer/Feedback
<p>VIDEO: Respect for Culture and Language</p> <p>What examples of family-centered practices did you see in the video?</p>	<p>The practitioner points out that the father uses both English and Spanish and is teaching his son to be bilingual during the everyday activity of changing clothes.</p>
<p>VIDEO: Working with a Family</p> <p>What examples of family-centered practices did you see in the video?</p>	<p>Did you notice how the practitioner asked what they wanted for the child in the upcoming week.</p> <p>Did you see how she listens to family and provides feedback that is nonjudgmental?</p>
<p>VIDEO: Working with a Family</p> <p>What examples of the practitioner working with the family to further develop and implement a plan to meet this goal did you see?</p>	<p>Did you see how the practitioner encourages the parent to interact with the child to meet the family-identified goal? You can see that the family along with the practitioner worked together to plan and implement the plan. There are many steps to help a family meet their goals.</p>
<p>VIDEO: Family-Centered Practices</p> <p>What evidence did you see that supported item number 4?</p>	<p>This practitioner engaged in respectful conversation throughout the interaction.</p>
<p>VIDEO: Working with a Family</p> <p>What did you see the practitioner do to build the parent's confidence and skills?</p>	<p>In the video where Amber and Kylie walk down the stairs, the practitioner says, "Way to make it fun!"</p>

Question	Answer/Feedback
<p>VIDEO: Reviewing Accomplishments</p> <p>What strategies does this practitioner use that we have discussed in this module?</p>	<p>Notice how the practitioner reviews what the parent has accomplished.</p> <p>Notice how the practitioner makes supportive comments to increase the parent's confidence in her own ability to address her child's tantrums.</p>
<p>Which of the following is NOT found in more effective partnerships?</p> <p>A) Trust B) Communication C) Shared vision D) Practitioner who serves as the expert</p>	<p>D</p> <p>Collaborations are most successful when families don't feel less powerful than practitioners. Trust, communication and having a shared vision are all key components of an effective family-professional partnership.</p>

### Lesson 3

Question	Answer/Feedback
<p>VIDEO - Walking</p> <p>Review the Family Centered Practices Checklist. Which of these practices did you see?</p>	<p>Practice 3</p> <p>The practitioner was responsive to the family's unique circumstances.</p> <p>She made suggestions that are easy for the family to accomplish.</p>
<p>VIDEO – Laundry Basket</p> <p>Review the Family Capacity Building Practices Checklist. Which of these practices did you see?</p>	<p>Practices 2, 3, and 7</p> <p>The practitioner:</p> <ul style="list-style-type: none"> <li>• described the use and benefits of everyday activities</li> <li>• described the importance of child interests and preferences</li> <li>• provided guidance and feedback</li> <li>• talked to the mother in a way that builds skills and self-confidence</li> </ul>

<p>VIDEO – Encourage Interaction</p> <p>Review the Family Capacity Building Practices Checklist. Which of these practices did you see?</p>	<p>Practices 5 and 7</p> <p>The practitioner:</p> <ul style="list-style-type: none"> <li>• described the use and benefits of everyday activities</li> <li>• described the importance of child interests and preferences</li> <li>• provided guidance and feedback</li> <li>• talked to the mother in a way that builds skills and self-confidence</li> </ul>
<p>VIDEO – Laundry Basket Part 2</p> <p>Review the Family Capacity Building Checklist. Which practice do you see here?</p>	<p>Practice 1</p> <p>The practitioner highlighted all the child is learning through playing with the laundry basket.</p>
<p>VIDEO: Productive Meeting</p> <p>Which of the following behaviors helped to build a trusting partnership between the parent and professional in the video? Check all that apply.</p> <ul style="list-style-type: none"> <li>A) The practitioner sent the report to the mother ahead of time.</li> <li>B) The practitioner asked if it is OK to take notes.</li> <li>C) The practitioner noticed when the mother is upset and responded appropriately.</li> <li>D) The practitioner told the mother that the teacher has complimented her son.</li> </ul>	<p>A, B, C, and D</p> <p>All the options were demonstrated. The practitioner ensured that the mother had time to review the report in advance so that she could be prepared with questions and ideas. She also showed that she was respectful of the mother when she asked to take notes and responded sensitively and appropriately to the mother when she started breaking down. Lastly, the practitioner focused on the child's strength and not needs by telling the mother that the teacher has complimented her son.</p>
<p>Which of the following behaviors were examples of open communication and active listening in the video? Check all that apply.</p> <ul style="list-style-type: none"> <li>A) The practitioner restated the mother's goals and asked if it is correct.</li> <li>B) The practitioner asked the mother why she thinks more speech therapy would be helpful.</li> <li>C) The practitioner tells the mother that she plans to observe her son.</li> <li>D) The practitioner asked the mother what it looks like when her son plays with a friend.</li> </ul>	<p>A, B, and D</p> <p>A, B, and D are examples of open communication and active listening. C (observing the child) may be a good strategy to learn more about the child, but it isn't an example of open communication or active listening.</p>

<p>Which of the following behaviors helped the mother feel that she had equal power with the professional? Check all that apply.</p> <ul style="list-style-type: none"> <li>A) The practitioner sent the report ahead of time and has read the IEP.</li> <li>B) The practitioner reiterated the mother's request that her son's classmates receive some instruction about social interaction and the practitioner responded positively to this idea.</li> <li>C) The practitioner made it clear that the mother will be included in all meetings.</li> <li>D) The practitioner used the mother's name, shook her hand, and spoke to her respectfully.</li> </ul>	<p>All of the options are examples of how the practitioner ensured that the mother was treated as an equal.</p>
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## Module 6 – Instruction

### Lesson 1

Question	Answer/Feedback
<p>To maximize the effect of early intervention or early childhood special education, instruction must:</p> <ul style="list-style-type: none"> <li>A) Occur in a specialized environment.</li> <li>B) Be individualized to address the unique strengths and needs of each child and their family.</li> <li>C) Be provided only by specialists.</li> <li>D) Be individualized based on what education staff perceive will work best for the child.</li> </ul>	<p>B</p> <p>High quality individualized instruction ensures children can fully participate in routines and activities, and be more successful in school and in the community alongside their typically developing peers.</p>
<p>Which of the following are examples of high quality instructional practices?</p> <ul style="list-style-type: none"> <li>A) An early childhood special education teacher and early childhood teacher work together to identify an effective prompting strategy that includes reinforcement for correct responding and error correction for incorrect responding for a child who needs additional instruction on a target skill.</li> <li>B) An early childhood classroom team teaches developmentally sophisticated peers how to initiate play and social interactions with target children, how to have positive exchanges with those children, and how to persist in playing with</li> </ul>	<p>D</p> <p>All of the examples demonstrate the intentionality of the practitioners.</p>



Question	Answer/Feedback
<p>those children, even if they are not responsive to initial attempts to engage.</p> <p>C) An early interventionist works with the family to select a book that family members can read with their child in their home language and in English.</p> <p>D) All of the above.</p>	

## Lesson 2

Question	Answer/Feedback
<p>Instructional practices are intentional practices used to target a child's specific behavior or skill.</p> <p>A) True B) False</p>	True
<p>Instructional practices are selected based on what the majority of children need.</p> <p>A) True B) False</p>	<p>False</p> <p>Instructional practices are selected based on an individual child.</p>
<p>Together, the child's family and practitioners use instructional practices to support the child's acquisition of a skill or behavior.</p> <p>A) True B) False</p>	True
<p>The target behavior or skill that is being supported is identified based on the data collected from informal and/or formal assessment of the child.</p> <p>A) True B) False</p>	True
<p>Which of the following are indicators of a child's interest? Check all that apply.</p> <p>A) Doing something over and over B) Eye gaze C) Pointing to an object or person D) Smiling, laughing E) Kicking feet with excitement F) Vocalization G) Working hard at something for a long period of time</p>	All of these are indicators of a child's interest in a person, object, location, activity, or action.

Question	Answer/Feedback
<p>VIDEO: Using prompts</p> <p>Which prompts did the family and home visitor use to encourage the child to request bubbles?</p> <p>A) Verbal B) Visual C) Physical D) Modeling E) Gestures/sign language</p>	<p>A, B, C, D, and We are all correct. The adults verbally prompted the child to say bubbles by saying, “bubbles” and visually supported the child by holding the bubbles in front of her so that she knew what it was she was requesting. In addition, they physically prompted her by providing hand-over-hand support to model a gesture for bubbles.</p>
<p>VIDEO: Verbal Cues and Gestures</p> <p>Which prompts did the teacher use to support the child’s engagement in the puzzle activity?</p>	<p>You may have noticed the teacher used verbal cues and physical prompts by moving the puzzle piece closer to the correct position. She also used sign language to prompt the child to help her with the puzzle.</p>
<p>VIDEO – Instructional Supports for Baby’s Hands</p> <p>Which instructional supports did you see used in the video you just watched? Select all that apply.</p> <p>A) Provide natural consequences (reinforcement) following a child’s use of the skill B) Provide any necessary supports, accommodations, or adaptations to maintain child engagement in the activities C) Use prompts such as modeling how to do the skill</p>	<p>This parent uses all three of these instructional strategies. She models how to play with the blocks, provides supports and accommodations so he can interact with them, and uses verbal reinforcement to encourage him when he uses the skill.</p>
<p>In Vignette 1, what additional opportunities did you note for teaching Bristol turn-taking skills?</p>	<p>You may have suggested opportunities for Bristol to practice turn-taking skills during scheduled transitions and large group time.</p> <p>You may have suggested opportunities such as:</p> <ul style="list-style-type: none"> <li>• waiting for her name to be called to line-up for outdoor play</li> <li>• learning to raise her hand to be called to answer a question or share during large group time</li> </ul>

<p>How will the teacher know the instruction and opportunities are increasing Bristol's use of the skill?</p>	<p>You may have responded that the teacher will know Bristol's use of the skill is increasing by observing:</p> <ul style="list-style-type: none"> <li>• Bristol has more positive turn-taking interactions with her peers than negative</li> <li>• Bristol needs little to no prompting to support her in turn-taking activities</li> <li>• Bristol initiates turn-taking on her own with peers.</li> </ul>
<p>VIDEO: Restaurant</p> <p>Can you identify the target skill this mother is working on?</p> <p>A) Learning colors B) Learning new words C) Singing songs D) Counting</p>	<p>D</p> <p>This mother is working on counting and embedding this target skill into an everyday activity, eating a meal.</p>
<p>VIDEO EXAMPLES</p> <p>Which of the following everyday activities did you not see?</p> <p>A) Playing in the park B) Cleaning dishes C) Going for a walk D) Taking a bath</p>	<p>D</p>
<p>VIDEO: Park</p> <p>What instructional strategy does the parent use to support her child's speech? Type your answer in the box below.</p>	<p>This parent encourages her child's speech by asking questions, waiting for her child to answer, and responding positively when she talks.</p>
<p>VIDEO: Dishes</p> <p>What instructional strategy does the mother use to support her child during their dishwashing activity?</p>	<p>This parent provides the child with opportunities to use vocabulary by asking her questions and waiting for her response.</p>

<p>Brenda and Sierra have been singing songs and nursery rhymes such as Pat-a-Cake at home to increase Sierra’s language skills. Which of the following is NOT an example of generalization of this skill?</p> <ul style="list-style-type: none"> <li>A) Going to the park and singing the song “Mr.Sun”</li> <li>B) Singing the clean-up song while putting toys back in a basket</li> <li>C) Singing pat-a-cake like they do every morning</li> <li>D) Singing “The Wheels on the Bus” while they are in the car</li> </ul>	<p>C</p> <p>Although singing repeated songs that a child likes can help build their skills, trying new songs in new contexts are all forms of generalization.</p>
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### Lesson 3

Question	Answer/Feedback
<p>What do you see in Part 1 of the Scenario that is an example of acquisition? Check all that apply. Use the back button to review the scenario if needed.</p> <ul style="list-style-type: none"> <li>A) Noticing that Jasmine needs support in communication</li> <li>B) Identifying that meal times is a place to teach the skill</li> <li>C) Teaching her to push a button on the device to communicate</li> </ul>	<p>All of these are components of acquisition. Jasmine’s mother is using these instructional practices to help Jasmine acquire this new skill.</p>
<p>Part of evaluation is measuring if the instruction is working. Which of the following is NOT an indicator that the instruction is working?</p> <ul style="list-style-type: none"> <li>A) Jasmine stays interested and involved in learning to use the communication device.</li> <li>B) Jasmine learns the new target skill (using the communication device to tell you what she wants during meal time).</li> <li>C) Jasmine will not participate in the activity and walks away.</li> <li>D) Jasmine begins using the communication device to communicate during different activities and with different people.</li> </ul>	<p>C</p> <p>If Jasmine will not participate in the activity and walks away, that would indicate that the practice is not working.</p>

<p>Which of the following phases of learning is described by “Jasmine’s mother suggests that it is time for Jasmine to use the device during other everyday routines.”?</p> <p>A) Acquisition B) Fluency C) Maintenance D) Generalization</p>	<p>D</p> <p>Generalization is use of the target skill in different contexts.</p>
<p>Write down the instructional strategies you see the teacher using to support the child in writing his name.</p>	<p>The teacher provides the child enough time to complete the target behavior and also uses explicit feedback “See how well you did it... every letter.” It is very clear to the child what the target skill was and that he did it correctly.</p>
<p>Part of evaluation is measuring if the instruction is working. Which of the following is NOT an indicator that the instruction is working?</p> <p>A) Jasmine stays interested and involved in learning to use the communication device. B) Jasmine learns the new target skill (using the communication device to tell you what she wants during meal time). C) Jasmine will not participate in the activity and walks away. D) Jasmine begins using the communication device to communicate during different activities and with different people.</p>	<p>C</p> <p>If Jasmine will not participate in the activity and walks away, that would indicate that the practice is not working.</p>
<p>Which of the following phases of learning is described by “Jasmine’s mother suggests that it is time for Jasmine to use the device during other everyday routines”?</p> <p>A) Acquisition B) Fluency C) Maintenance D) Generalization</p>	<p>D</p> <p>Generalization is the use of the target skill in different contexts.</p>

## Module 7 - Assessment

### Lesson 1

Question	Answer/Feedback
<p>LeeLee is a 3-year old who just joined your classroom. Her home language is Vietnamese and her parents are concerned she does not seem to have many words. Which of the following options is NOT how you will proceed?</p> <ul style="list-style-type: none"> <li>A) Work with her parents, family and other practitioners to assess LeeLee</li> <li>B) Use a standardized developmental screening instrument in English to assess LeeLee</li> <li>C) Gather information throughout the day including mealtime and transitions</li> </ul>	<p>B</p> <p>Even though using valid and reliable assessments is an evidence-based approach, assessing a child whose home language is not English using an assessment that was normed on English-speaking children is not appropriate. It is important to collaborate with the child's family and other practitioners to ensure optimal outcomes for the child. Gathering assessment information across authentic activities, play, and everyday routines is a key principle of assessment.</p>
<p>Which of the following are examples of high quality assessment practices?</p> <ul style="list-style-type: none"> <li>A) A speech language pathologist talks with the family about what the child enjoys doing and what kinds of toys the child finds especially interesting at home.</li> <li>B) A family member reports that the child has some challenging behaviors in the early evening. An early interventionist schedules a home visit at that time to try to understand the issues and find potential solutions with the family.</li> <li>C) In making a decision about eligibility, team members consider whether the scores from a standardized assessment are an accurate reflection of the child's skill level, and then seeks additional information as questions arise in order to inform their decision.</li> <li>D) All of the above</li> </ul>	<p>D</p> <p>All the examples demonstrate high quality assessment practices.</p>

## Lesson 2

Question	Answer/Feedback
<p>According to the practice guide, “Engaging in Informed Clinical Reasoning,” what are some ways to gather multiple sources of information for assessment? Check all that apply.</p> <ul style="list-style-type: none"> <li>A) Gather information in one way, using a formal assessment instrument.</li> <li>B) Keep written records of all the information.</li> <li>C) Gather information in multiple ways.</li> <li>D) Review all of the information that was gathered by the team and discuss how the information provides a picture of the child’s functioning and developmental status.</li> <li>E) Talk with parents and other caregivers who best know the child’s strengths and their concerns about the child’s development.</li> </ul>	<p>B, C, D, and E are correct. A is incorrect. It is necessary to gather information from multiple sources and in multiple ways such family interviews, child observation, and the use of a formal assessment instrument.</p>
<p>The purposes of evaluation/assessment are (check all that apply):</p> <ul style="list-style-type: none"> <li>A) To determine a child’s eligibility for early intervention (Part C) or early childhood special education services (Part B 619)</li> <li>B) To develop an educational plan that supports individual child outcomes</li> <li>C) To increase practitioner’s knowledge of child development</li> <li>D) To plan intervention services for a child, e.g., types of intervention services needed and frequency</li> <li>E) To monitor child progress</li> <li>F) To evaluate child outcomes</li> </ul>	<p>A, B, D, E, and F, while C is incorrect. While practitioners often increase their knowledge of child development through evaluation and assessment, it is not an intended purpose of assessment. The goal of assessment is to meet the needs of the child and family, not the practitioner.</p>

### Lesson 3

Question	Answer/Feedback
<p>Victoria and her mother, Tabitha, are meeting with a practitioner to discuss Tabitha's concerns about Victoria's motor skills. What strategies might the practitioner use to engage the family in the assessment? (Check all that apply)</p> <ul style="list-style-type: none"> <li>A) Solicit input from the family about the reasons for referral including their questions and concerns about their child.</li> <li>B) Share the ways that the family can be involved in the assessment process.</li> <li>C) Schedule times for all child assessments when the family is busy so they get a break while assessments are completed.</li> <li>D) Explicitly acknowledge the family's observations about their child's behavior, skills, and development.</li> </ul>	<p>A, B, and D</p> <p>Families should be involved in assessment so they should be completed when families are available.</p>
<p>What information could you gather from the questions: "What activities or daily routines have you noticed your child enjoys? What does your child do to let you know he/she enjoys the activity?"</p> <ul style="list-style-type: none"> <li>A) Child interests</li> <li>B) Child abilities</li> <li>C) Child strengths</li> <li>D) Everyday learning activities the family may want to use to support functional outcomes</li> </ul>	<p>All of the answers are correct and would be helpful information in forming your assessment.</p>
<p>What information could you gather from the question: "What does your child work especially hard at doing?"</p> <ul style="list-style-type: none"> <li>A) Child interests</li> <li>B) Child abilities</li> <li>C) Child strengths</li> <li>D) Everyday learning activities</li> </ul>	<p>All of the answers are correct and would be helpful information in forming your assessment.</p>
<p>What information could you gather from the questions: "Is there an everyday activity that is particularly difficult for your child? How is your child involved in the activity? How would you like your child to be more involved?"</p> <ul style="list-style-type: none"> <li>A) Child needs</li> <li>B) Parent concerns</li> <li>C) Parents' goals</li> </ul>	<p>All of the answers are correct and would be helpful information in forming your assessment.</p>



Question	Answer/Feedback
<p>What information could you gather from the question: "What makes your child smile, laugh, or become excited?"</p> <p>A) Child interests B) Everyday learning activities</p>	<p>All of the answers are correct and would be helpful information in forming your assessment.</p>
<p>In the video "What is Authentic Assessment?", what did you hear are the key features of authentic assessment?</p>	<ul style="list-style-type: none"> <li>• Ongoing (It is not a one-shot deal)</li> <li>• Whole child (Observers can see child's behavior and skills across domains of learning and development)</li> <li>• Naturalistic (The assessment is carried out in familiar locations such as homes, child care, in the community with familiar people such as families, practitioners and peers, and familiar activities such as routines and everyday activities)</li> <li>• Multiple perspectives (The assessment is carried out by multiple adults such as families, practitioners)</li> <li>• Useful ( the assessment is useful in helping practitioners and families plan intervention and instruction that support children's goals)</li> </ul>
<p>Which of the following are ways to engage families as partners?</p> <p>A) Identify child abilities and strengths B) Identify child interests C) Identify concerns related to child's needs</p>	<p>These are all ways to engage families as partners.</p>
<p>Informed decision making guides the next steps you take in providing intervention to the child.</p> <p>A) True B) False</p>	<p>True</p>
<p>Informed decision making guides an individual, but not a team in reflecting on the child's progress of outcomes and need for more collaboration.</p> <p>A) True B) False</p>	<p>False</p> <p>Informed decision making DOES guide an individual AND the TEAM in reflecting on the child's progress toward outcomes and facilitate team communication and collaboration.</p>
<p>Informed decision making guides practitioner or parent self-reflection in regard to how well intervention practices were provided for the child.</p> <p>A) True B) False</p>	<p>True</p>

