

Aligning CONNECT Modules with 2014 DEC Recommended Practices in Early Intervention/Early Childhood Special Education

Overall Module Series

- L2. Leaders promote adherence to and model the DEC Code of Ethics, DEC Position Statements and Papers, and the DEC Recommended Practices
- L7. Leaders develop, refine, and implement policies and procedures that create the conditions for practitioners to implement the DEC Recommended Practices.
- L9. Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices

Foundations of Early Childhood Inclusion

- F9. Practitioners help families know and understand their rights
- L10. Leaders ensure practitioners know and follow professional standards and all applicable laws and regulations governing service provision.

Embedded Interventions (Module 1)

- E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.
- E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.
- INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.
- INS3. Practitioners gather and use data to inform decisions about individualized instruction.
- INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.
- INT3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.
- INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

Transition (Module 2)

- TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.

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Communication for Collaboration (Module 3)

- TC3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.

Family-Professional Partnerships (Module 4)

- F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.
- F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances
- F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.
- F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences

Assistive Technology Interventions (Module 5)

- E4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.
- E5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences.

Tiered Instruction (Module 7)

- A9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.
- INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.
- INT2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.

Handout for CONNECTing Professional Development to 2014 DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Presentation at 2014 DEC Conference. (Winton, P. & Lim, C-I, October, 2014). St. Louis, MO

Note: Practice indicator numbers are linked to the broad topic areas: L = Leadership, A = Assessment, E = Environment, F = Family, INS = Instruction, INT = Interaction, TC = Teaming and Collaboration, TR = Transition.

CONNECT – 2014

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