Supporting Interactions for Children with Disabilities or Suspected Delays

- The webinar will begin at 3:00 EDT
- There will be minimal audio before the webinar begins.
- Please use the chat box if you need assistance
- There are 9 videos in this session. HERE IS A TIP ABOUT HEARING THE AUDIO OF THOSE VIDEOS. If you are listening via phone, you will not be able to hear the audio of those videos over the phone. Turn on the audio of your computer and mute your phone for those moments.
- In the chat box: Please introduce yourself, where you are joining us from, and what the weather is like today.

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Session Objectives

At the end of this presentation, you should be able to:

• Understand the importance of knowing about and using evidence-based practices that support inclusion.
• Understand specific evidence-based practices for enhancing children’s interactions with adults and peers
• Know where to access free professional development resources that support staff in facilitating and supporting children’s interactions

Who's In The Room?

Who do we have participating with us today?

A. Education Staff
B. Disability Services Coordinator
C. Regional T/TA Staff
D. Administrators
E. Other (list in Chat Box)
Why Is This Topic Important?

We Have Strong Legal & Policy Foundations

- Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act
- Individuals with Disabilities Education Act (IDEA)
- Head Start Program Performance Standards

We Have Strong Research Base On Inclusion

- Research shows that inclusion benefits all children
- Children can be effectively included in programs using modifications and specialized instruction
- Families of all children generally have positive views of inclusion
- Inclusion is not more expensive
- Children do not need to be “ready” for inclusion
Evidence-Based Practices That Support Individualization

2014 DEC Recommended Practices

8 Topic Areas:

- **Child-focused**
  - Instruction
  - Assessment
  - Interaction
  - Environment

- **Family & System-focused**
  - Teaming
  - Transition
  - Family
  - Leadership

Head Start Early Learning Outcomes Framework: Ages Birth to Five
How Do the DEC Recommended Practices (RPs) Align With Outcomes in the Head Start Early Learning Outcomes Framework (HSELOF) Language & Literacy Domain?

Examples:
INT3 Promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child’s verbal and non-verbal communication.

Source: Division of Early Childhood (DEC) Recommended Practices

The DEC RPs Align with Outcomes in the HSELOF

The DEC RPs Align with the House Framework

Note the roof of the house:
Highly Individualized Teaching and Learning Practices
Practices for Facilitating Adult-Child and Peer Interactions

Effective interactions are engaging, sensitive and responsive to children’s developmental, cultural and linguistic backgrounds, especially those at risk for, or identified as having, a disability.
DEC Topic Area: Interactions

INT1. Promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.

INT2. 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.

INT3. 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.

INT4. Promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child’s exploration, play, and social activity by joining in and expanding on the child’s focus, actions, and intent.

INT5. Promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation.

Interactional Practices Encompass The Following:

- Adult-Child Interactions
- Child-Child Interactions
Examples of Strategies for Facilitating Adult-Child Interactions

INT1. Promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.

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.

Adult-Child Interaction Video Example and Activity

INT1. Promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.

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.

Source:


http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-20
INT4. Promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.

http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-3

Effective Practice Guides

Individualization

Wait for a child's response to a verbal or nonverbal communication before acting and vary responses to match or adapt to those of the child.

Freddy, 5 months old, recently mastered rolling over from his belly to his back. Until today, he has been content to stay on his back observing the goings-on in the classroom and exploring his own hands and feet. Today, Freddy tries to roll back over on to his tummy. He rolls from side to side, but can't quite make it over to his tummy. Now he cries in frustration. His teacher, Ms. Shirley, has been watching Freddy's attempts for a while. She steps in to offer help when she sees him upset. She is no. Shirley gets down on Freddy's level and says, “Freddy I see you trying hard to get back on your tummy. You can see the staff of your but you can't reach here. Would you like some help?”


Supporting Child Interactions

Practice Guides for Practitioners

http://ectacent.org/decrp/
INT2. 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.

INT5. Promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.
INT5. Promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation.

- Modeling
- Teaching
- Feedback
- Guided Support


INT2. 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.

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no‐search/iss/curriculum‐modifications/peer‐support‐teacher‐tips.pdf

Source: Curriculum Modifications: Peer Support Inservice Suite
http://eclkc.ohs.acf.hhs.gov/child‐disabilities/article/peer‐support
INT2. 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.

http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-10

Planning to Support Child-Child Interactions

PEER PAIRING

Part 1: In this activity you will think about the peers in your classroom who show an interest and enthusiasm for learning, would be strong models, or are willing to help others.

Directions: Think of the children in your classroom who demonstrate the characteristics of supportive peers. If they are inexperienced in activities or skills, would they be good at modeling for their peers? Are they caring and appear to enjoy helping their peers? Children who are enthusiastic about certain activities or skills, or learning in general, might encourage their peers to participate at a higher level.


Child-Child Interactions: Peer Support Video Example and Activity

INT2. 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.

http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-11
INT1. Promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.
INT5. Promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation, and use peer-mediated intervention to teach skills and to promote child engagement and learning.

- Guided Support
- Feedback
- Teaching

Questions?
Resources that Support the Implementation of the Practices

- A collection of resources that provides access to evidence-based practices that support individualization and associated resources, including alignment of the practices with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF).

https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/resources-supporting-individualization
Other Resources and Products on ECLKC

- Disabilities Services Newsletters
- Webinars
- Search "children with disabilities" on ECLKC for additional resources

Coming Soon:
- Suspension and Expulsion Briefs
- Training Curriculum on Foundations of Inclusion

CONNECT Courses & Modules

- Module 1: Embedded Interventions
- Module 2: Transition
- Module 3: Communication for Collaboration
- Module 4: Family-Professional Partnerships
- Module 5: Assistive Technology Interventions
- Module 6: Dialogic Reading
- Module 7: Tiered Instruction (Social emotional development & Academic learning)

Listen & Learn From Staff

Join MyPeers & the Disabilities/Inclusion Community!
- An online space for networking and peer support
- A space for you to learn from each other
- A space for us to learn with you:
  - Your ongoing work
  - Your successes and challenges
  - A way for us to respond to your requests
- To join go to: http://www.123contactform.com/form-2230355/My-Peers
Practice-Based Coaching Resources and Training Opportunities

Check your regional training calendar

Featured Resources

- CONNECT modules and courses: http://community.fpg.unc.edu
- ECLKC resources on children with disabilities: https://eclkc.ohs.acf.hhs.gov/children-disabilities
  - In-service suites
  - Federal webinar series on high quality inclusion
  - Newsletters
- Effective Practice Guides: https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides

Evaluation link:
https://www.surveymonkey.com/r/InclusionCall_02-20-18

Please complete your session evaluations! We value your feedback.