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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Supporting Interactions for Children with Disabilities or Suspected Delays

February 20, 2018

Presenters:

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Jani Kozlowski, NCECDTL

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Logistics

Questions?
Comments?

USE THE CHAT BOX

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

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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)

VOTE

PARTICIPANTS
rebecka 1
Moderator

MAIN ROOM (2)
rebecka 1
Moderator
Becky

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Why Is This Topic Important?

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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

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We Have Strong Research Base On Inclusion

- Research shows that inclusion benefits <u>all</u> children
- Children <u>can be</u> effectively included in programs using modifications and specialized instruction
- Families of <u>all</u> children generally have positive views of inclusion
- Inclusion is <u>not</u> more expensive
- Children <u>do not</u> need to be "ready" for inclusion

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Evidence-Based Practices That Support Individualization

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2014 DEC Recommended Practices

8 Topic Areas:

Division for Early Childhood
DEC Recommended Practices

Child-focused
- Instruction
- Assessment
- Interaction
- Environment

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

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Head Start Early Learning Outcomes Framework: Ages Birth to Five

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

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Slide 1

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

			CENTRAL DOMAINS	
Example	LEARNING	DEVELOPMENT	LANGUAGE AND LITERACY	
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication / Literacy	

DEC Recommended Practices 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

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Slide 2

The DEC RPs Align with Outcomes in the HSELOF

Preschooler Language and Communication Sub-Domains

Attending and Understanding	Communicating and Speaking	Vocabulary

Goals for Sub-Domain: Attending and Understanding

Goal P-LC 1. Child attends to communication and language from others.

Developmental Progression		Indicators
36 to 48 Months	**48 to 60 Months**	**By 60 Months**
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	• Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others. • Shows ongoing connection to a conversation, group discussion, or presentation.

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Slide 3

How Do The DEC RP Align with the House Framework?

Note the roof of the house:
Highly Individualized Teaching and Learning Practices

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Questions?

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Practices for Facilitating Adult-Child and Peer Interactions

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DEC Recommended Practices: Interaction

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.

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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**.

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DEC Topic Area: Interactions

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.**

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Interactional Practices Encompass The Following:

Adult-Child Interactions

Child-Child Interactions

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Examples of Strategies for Facilitating Adult-Child Interactions

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Adult-Child Interactions

Early Childhood National Centers

Early Essentials Webisode 8 Practice Moment: Responsive Interactions

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

https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-8-practice-moment-responsive-interactions

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Adult-Child Interaction Video Example and Activity

Early Childhood National Centers

Source: **CONNECT Modules**

http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-20

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.

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Adult-Child Interaction Video Example and Activity

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.

Source: CONNECT Modules

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

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Effective Practice Guides

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 rocks 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 how upset he is. Ms. 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 stuffed puppy but you can't reach him. Would you like some help?"

https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides

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Supporting Child Interactions

Practice Guides for Practitioners
in print and mobile formats

Practice Guides for Families
in print and mobile formats

http://ectacenter.org/decrp/

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Child-Child interactions

http://community.fpg.unc.edu/sites/community.fpg.unc.edu/fil
es/resources/Handout/CONNECT-Handout-1-2.pdf

Source: Curriculum Modifications: Peer Support
Inservice Suite

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Planning to Support Child-Child Interactions Video Example

Planning Session: Leah
Asking a Friend to Play

http://headstartinclusion.org/individualizing/videos

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Child-Child Interactions Video Example

In the Classroom: Leah Asking a Friend to Play

http://headstartinclusion.org/individualizing/videos

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.

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Child-Child Interactions Video Example

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

http://headstartinclusion.org/sites/default/files/01_15m_inclusion_inservice/09_pins/video/error_correction_francesca_requesting_freeze_.flv.html

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Child-Child Interactions

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

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Child-Child Interactions Video Example

Source: Curriculum Modifications: Peer Support Inservice Suite
https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/peer-support

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Child-Child Interactions 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

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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 class who demonstrate the characteristics of supportive peers. If they are experienced in activities or skills, would they be good at modeling to their peers? Are they caring and appear to enjoy helping their peers? Children who seem enthusiastic about certain activities or skills, or learning in general, might encourage their peers to participate at a higher level.

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

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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-1-10

Source: **CONNECT Modules**

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http://csefel.vanderbilt.edu/resources/strategies.html

Child-Child Interactions Video Example

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.
use peer-mediated intervention to teach skills and to promote child engagement and learning.

- Guided Support
- Feedback
- Teaching

http://csefel.vanderbilt.edu/modules/module3b/presenters-ppt/V3b_10.mpg

Questions?

Slide 1

Resources that Support the Implementation of the Practices

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Slide 2

In-Service Suites

https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning

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Children with Disabilities

Highly Individualized Teaching and Learning

These 15-minute In-service Suites are a professional development resource for staff in busy, active early childhood centers and programs. They are organized around one topic or big idea and address effective teaching and assessment practices.

Before you begin, explore Highly Individualized Teaching and Learning: An Overview to learn more about individualizing teaching.

Curriculum Modifications
- An Introduction
- Environmental Support
- Materials Adaptation
- Activity Simplification
- Child Preferences
- Special Equipment
- Adult Support
- Peer Support
- Invisible Support
- Putting It Into Action

Embedded Learning
- Break It Down: Turning Goals into Everyday Teaching Opportunities
- Activity Matrix: Organizing Learning Throughout the Day
- The Teaching Loop

› Back to the 15-minute In-service Suites

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Slide 3

Resources on Practices that Support Individualization

Resources Supporting Individualization

Young children ages birth to 5 vary widely in their skills, knowledge, backgrounds, and abilities. Effective teaching for all children, especially those at risk for or diagnosed with disabilities, requires individualized teaching and learning opportunities to access, participate, and thrive in all early childhood settings.

This collection of resources provided information about evidence-based practices that support individualization and associated resources. These practices are aligned with the Head Start Early Learning Outcomes Framework. The resources are organized around the eight topic areas of evidence-based practices identified in the Division for Early Childhood (DEC) Recommended Practices [7: Assessment, Environment, Family, Interaction, Instruction, Teaming and Collaboration, Transition, and Leadership. These recommended practices have been validated as having the strongest evidence-base for individualizing teaching and learning opportunities for all children.

Resources for each topic area are organized based on their level of impact for learning.

Knowledge Awareness Level
Resources that fall into this category provide basic information and do not include activities that draw participants in to respond or reflect.

Knowledge Acquisition Level
These resources provide useful information and activities that draw participants in to respond or reflect.

Knowledge Application Level
Resources in this category provide participants with the chance to try out what they have learned and receive immediate feedback.

Mastery Level
These resources include facilitator guides that coaches, faculty, and professional development providers can use to teach content and support others in developing related knowledge and skills.

Explore resources for each of the eight topic areas to support individualization.

Explore Resources

https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/resources-supporting-individualization

- 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).

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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

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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)

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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

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Slide 1

Practice-Based Coaching Resources and Training Opportunities

Practice-Based Coaching (PBC)

https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc

Check your regional training calendar

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Slide 2

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
- Early Essentials Webisode 8 Practice Moment: Responsive Interactions: https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-8-practice-moment-responsive-interactions
- Effective Practice Guides: https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides
- Resources on Practices that Support Individualization: https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/resources-supporting-individualization
- Join MyPeers: https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community

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Slide 3

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

Please complete your session evaluations! We value your feedback.

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