
 **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.**



 **Supporting Interactions for Children with Disabilities or Suspected Delays**


February 20, 2018


Presenters:

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 NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning




 **Presenters**




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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?

- Education Staff
- Disability Services Coordinator
- Regional T/TA Staff
- Administrators
- Other (list in Chat Box)

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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



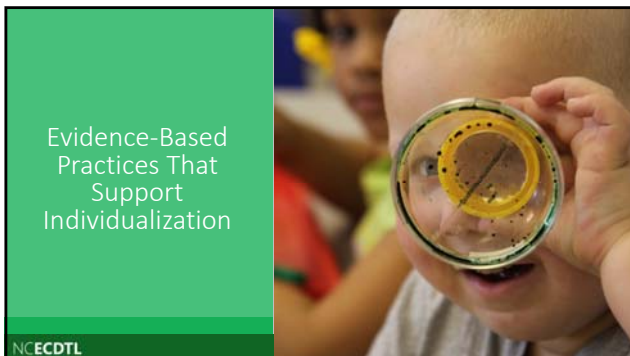
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We Have Strong Research Base On Inclusion



- Research shows that inclusion benefits 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

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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

	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 Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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

	CENTRAL DOMAINS	
	LEARNING	DEVELOPMENT
● INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development

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

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.	<ul style="list-style-type: none"> 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.

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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Interactive 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 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



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: **CONNECT Modules**
<http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-20>

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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**
© 2014 by The University of North Carolina at Chapel Hill

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

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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.

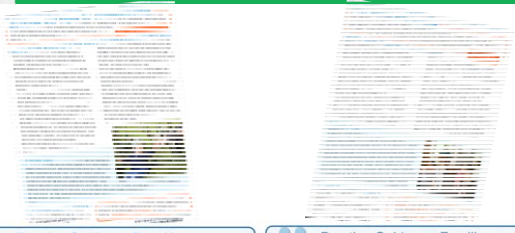
Freddy, 5 months old, recently mastered rolling over from his belly to his back. Until today, he has been content to stay on his back observing the goings on in the classroom and exploring his own hands and feet. Today, Freddy tries to roll back over on to his tummy. He rocks from side to side but can't 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



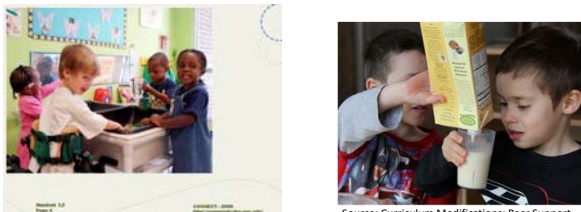
Practice Guides for Practitioners
in print and mobile formats

Practice Guides for Families
in print and mobile formats

<http://ectacenter.org/decpr/>

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Child-Child interactions



<http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-1-2.pdf>

Source: Curriculum Modifications: Peer Support Inservice Suite

Planning to Support Child-Child Interactions Video Example



<http://headstartinclusion.org/individualizing/videos>

Child-Child Interactions Video Example




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.

In the Classroom: Leah Asking a Friend to Play

<http://headstartinclusion.org/individualizing/videos>

Child-Child Interactions Video Example




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

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


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>

Child-Child Interactions Video Example



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

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 for 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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Center on the Social and Emotional Foundations for Early Learning

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Resources by Topic:

- Child Development
- Curriculum/Teaching Strategies
- Child Support
- Family Tools
- Research/Outcomes
- Professional Development
- State Planning
- Training/HR
- Working Models
- Webinars
- Publications

Resources: Practical Strategies for Teachers/Caregivers

- Straight Stories for Social Situations
- Tools for Working on "Building Relationships"
- Book List
- Book Nook
- Teaching Social Emotional Skills
- Tools for Changing Behavior Support Plans

Download the Practical Strategies Plan for Teachers (PDF, 2016)

View full featured PowerPoint presentations with The PowerPlan™ (PowerPoints 17 and 20)

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

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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

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Questions?



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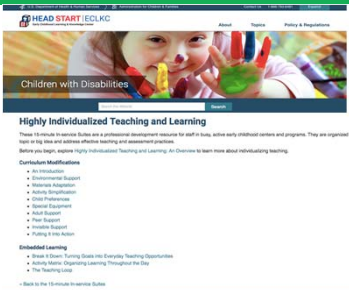
Resources that Support the Implementation of the Practices

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In-Service Suites

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

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Resources on Practices that Support Individualization

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Resources Supporting Individualization

This page offers a collection of resources, including research, practice guides, and toolkits, that provide information on individualization. These resources are designed to help early childhood educators and program leaders understand the importance of individualization and how to implement it effectively. The resources are organized into several categories, including:

- 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>


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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




CONNECT Courses & Modules



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



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

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
- 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>

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

Please complete your session evaluations! We value your feedback.

