
 **Instructional Practices to Support Individualization**

- 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 12 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 chatbox: Please introduce yourself, where you are joining us from, and what the weather is like today.**







 **Instructional Practices to Support Individualization**


June 19, 2018
Presenters:
Tracey West, NCECDTL
Chih-Ing Lim, NCECDTL
Pam Winton, NCECDTL

 NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning




 **Presenters**

 Presenter: Pam Winton National Center on Early Childhood Development, Teaching & Learning	 Presenter: Tracey West National Center on Early Childhood Development, Teaching & Learning	 Presenter: Chih-Ing Lim National Center on Early Childhood Development, Teaching & 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.
- Identify specific instructional practices and strategies for maximizing the learning and development of children who have disabilities or suspected delays
- Know where to access free professional development resources that support staff in support using intentional and systematic strategies to work with children who have disabilities or suspected delays


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Click on Image(s) if You Attended or Reviewed Webinar(s)

<https://pollev.com/connectme>



Environments that Support High Quality Inclusion
October 17, 2017
Presented by:
Tracy Wood, NCECDTL
Pam Wilson, NCECDTL



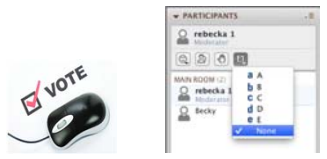
Supporting Interactions for Children with Disabilities or Suspected Delays
November 15, 2018
Presented by:
Tracy Wood, NCECDTL
Pam Wilson, NCECDTL
Joni Borkowski, NCECDTL

NCECDTL

Who's In The Room?


Who do we have participating with us today?

- A. Education Staff
- B. Disability Services Coordinator
- C. Early Childhood Specialist
- D. Administrators
- E. Other (list in Chat Box)



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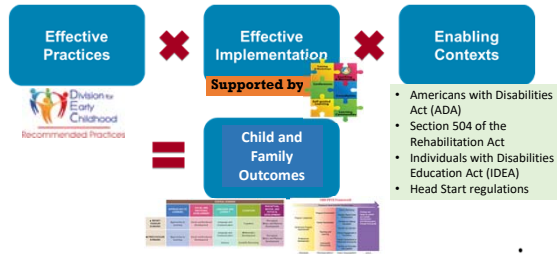
Why This Topic is Important?




NC ECDTL

Source: NCOTL

Implementation of Evidence-Based Practices: Formula for Success



Adapted from 

NC ECDTL

2014 DEC Recommended Practices

Effective Practices × Effective Implementation × Enabling Contexts = Child and Family Outcomes

Division for Early Childhood
Recommended Practices

Topic Areas

- Interaction
- Environment
- Instruction
- Assessment
- Transition
- Teaming and Collaboration
- Family
- Leadership

Handout in Supporting Documents Box
<http://www.dec-sped.org/dec-recommended-practices>

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Highly Individualized Teaching and Learning

Effective Practices × Effective Implementation × Enabling Contexts = Child and Family Outcomes

Highly Individualized teaching and learning

Implementing research-based curricula and teacher practices | Parent/family engagement | Screening and ongoing child assessment

Nurturing, responsive, and effective interactions and engaging environments

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Questions?

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Instructional Practices for Maximizing the Learning and Development of Children who have Disabilities or Suspected Delays



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DEC Recommended Practices: Instruction



Instructional practices refer to **specialized, intentional, and systematic** teaching and learning opportunities that support the learning and development of young children, especially those at risk for or diagnosed with disabilities.

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Instructional Practices

- INS1. Practitioners, **with the family, identify each child's strengths, preferences, and interests** to engage the child in active learning.
- 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.
- INS5. Practitioners **embed instruction within and across routines, activities, and environments** to provide contextually relevant learning opportunities.
- INS13. Practitioners **use coaching or consultation strategies with primary caregivers or other adults** to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development

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Poll: Teaching Strategies that Support Instruction

- Modeling
- Prompting
- Reinforcing
- Scaffolding
- Embedding Interventions

<https://pollev.com/connectme>

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Implementing Instructional Practices



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Embedded Interventions: Multiple Opportunities for Child to Practice

Family Guided Routine Based Intervention

Who practices his speech more?


Michael Miquel

DAY	MINUTES	NOTES	MINUTES
MON		<ul style="list-style-type: none"> Family routine: eating, getting dressed and the time for breakfast and lunch Labels shown during time for clothing Traci reads the "big orange and shows picture book of map Phonics game with the brother after school Labels from story book 	<ul style="list-style-type: none"> 1 MIN 2 MIN 30 MIN 30 MIN 30 MIN
TUES	30 MIN	<ul style="list-style-type: none"> Family routine: getting dressed and the time for breakfast and lunch Traci reads the "big orange and shows picture book of map Phonics game with the brother after school Labels from story book 	<ul style="list-style-type: none"> 1 MIN 2 MIN 30 MIN 30 MIN 30 MIN
WED		<ul style="list-style-type: none"> Family routine: getting dressed and the time for breakfast and lunch Traci reads the "big orange and shows picture book of map Phonics game with the brother after school Labels from story book 	<ul style="list-style-type: none"> 1 MIN 2 MIN 30 MIN 30 MIN 30 MIN
THU	30 MIN	<ul style="list-style-type: none"> Family routine: getting dressed and the time for breakfast and lunch Traci reads the "big orange and shows picture book of map Phonics game with the brother after school Labels from story book 	<ul style="list-style-type: none"> 1 MIN 2 MIN 30 MIN 30 MIN 30 MIN
FRI		<ul style="list-style-type: none"> Family routine: getting dressed and the time for breakfast and lunch Traci reads the "big orange and shows picture book of map Phonics game with the brother after school Labels from story book 	<ul style="list-style-type: none"> 1 MIN 2 MIN 30 MIN 30 MIN 30 MIN
TOTAL TIME:	1 HOUR		8 MINUTES

<http://ferbi.fsu.edu/>

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Instructional Strategy



INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.


- Prompting
- Reinforcing

<https://eclkc.ohs.acf.hhs.gov/viteo/teaching-loop>

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Teaching Strategies that Support Instruction

- Modeling
- Prompting
- Reinforcing
- **Scaffolding**
- **Embedding Interventions**



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Instructional Strategy




INS4. 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.

- Scaffolding
- Prompting
- Reinforcing

<http://community.fpg.unc.edu/connect-modules/resources/videos/video-7-18> Source: **CONNECT Modules**

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Instructional Strategy



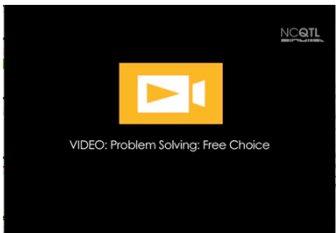
INSS. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

- Prompting
- Modeling
- Embedding Interventions

<http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-17> Source: **CONNECT Modules**

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Instructional Strategy




INS4. 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.

- Prompting
- Reinforcing
- Scaffolding
- Embedding Interventions

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Instructional Strategy



INS4. 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.

INSS. Embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

- Embedding interventions
- Prompting
- Reinforcement

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

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Instructional Strategy



<http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-12> Source: **CONNECT Modules**


INSS. Embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

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

- Embedding interventions
- Prompting
- Reinforcement


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Skill is Generalized to Other Routines and Activities



INSS. Embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

- Embedding interventions
- Prompting
- Reinforcement



<https://eclkc.ohs.acf.hhs.gov/video/activity-matrix-organizing-learning-throughout-day>

Make it Your Own

<https://eclic.ohs.acf.hhs.gov/video/activity-matrix-organizing-learning-throughout-day>

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Practice Planning Instruction for a Child

Renee developed some activities, drawing on Robert's strengths and interests, where she could intentionally embed support and instruction into the daily routine.

Next, you will be planning strategies that could be embedded within the daily routine to facilitate Robert's interactions and engagement:

1. Robert's verbal interactions with children and adults
2. Robert's engagement in play

Read the information on the next slide in preparation for planning strategies for Robert.

<https://rpm.fog.unc.edu/module-6-instruction-do/activity-61-instruction-scenario>

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Practice Planning Instruction for a Child

Goals: Learn to play with the other children and to use his words with the teachers and his classmates.

Robert's Interests: Playing ball, playing with toy cars and trucks, helping to cook (e.g., stirring and measuring), dancing, and singing.)

Background: Robert has developmental and speech delays and although interested in his classmates, he rarely interacts with them and he doesn't stay long at an activity or center. He listens to his teachers and will sometimes respond with a word or a nod or shake of his head, but does not use many words. Robert has a difficult time participating in large group and will often get up and wander around the room. He also likes to run around during outdoor play.

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Here's a Sample Strategy

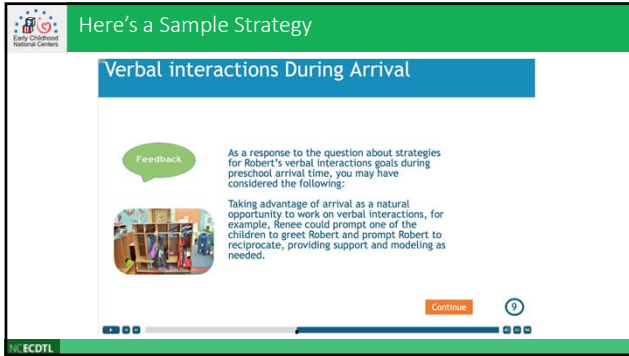
Verbal interactions During Arrival

Feedback


As a response to the question about strategies for Robert's verbal interactions goals during preschool arrival time, you may have considered the following:

Taking advantage of arrival as a natural opportunity to work on verbal interactions, for example, Renee could prompt one of the children to greet Robert and prompt Robert to reciprocate, providing support and modeling as needed.

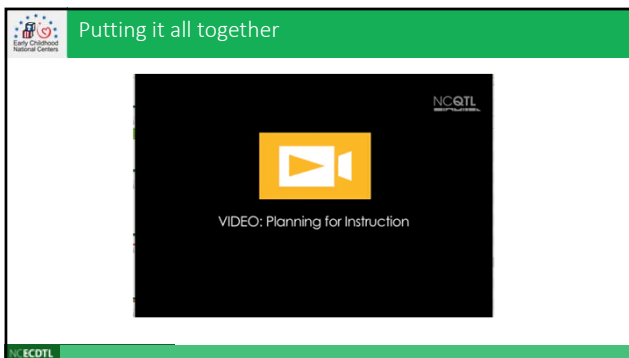
Continue



Putting it all together



VIDEO: Planning for Instruction



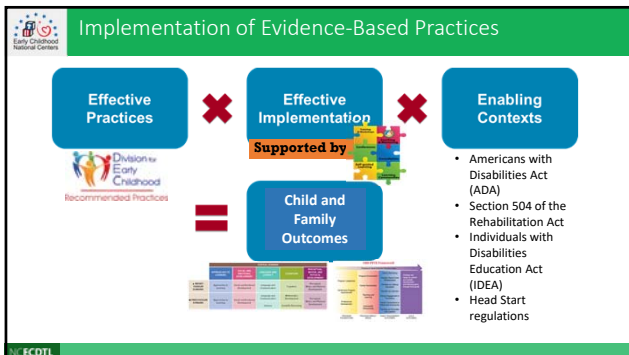
Implementation of Evidence-Based Practices


Effective Practices \times Effective Implementation \times Enabling Contexts


Supported by


Child and Family Outcomes

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



 **INS13.** Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development







 **Questions?**





Resources that Support the Implementation of the Practices





rpm's
Early Childhood Recommended Practice Modules

Home | Modules | Resources | Instructor Area | About

Early Childhood Recommended Practice Modules (RPMs) are free modules designed for early care and education, early intervention, and early childhood special education faculty and professional development providers. The modules support the implementation of the Division for Early Childhood (DEC) Recommended Practices. [Read more](#)

Get Started

Modules Explore free interactive, multi-media modules and resources based on specific DEC Recommended Practice Areas. View Modules by Topic Area	Resource Library Search a growing library of audio files, handouts, and articles related to DEC Recommended Practices. View Resource Library	Instructor Area Access supports for faculty and professional development providers. Download teaching guides, view recordings, and more. View Instructor Area
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These modules and resources are based on the work of the Division for Early Childhood (DEC). The contents of the site were developed under a grant from the US Department of Education, HHS/OPRE. However, these content do not necessarily represent the views of the US Department of Education, and you should not assume endorsement by the Federal Government.

RPMs Platform: PDS OHS Developmental Module (PDS) with Indiana University of Columbus. Contact the RPM Project at info@rpm.edu

Log In

Practice-Based Coaching (PBC)

Practice-Based Coaching Collaborative Partners

Practice-Based Coaching Training
March 14-16, 2018 am - March 16 at 3:00 pm

Practice-Based Coaching Training


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

Check your regional training calendar

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>



Evaluation link:
https://www.surveymonkey.com/FeedbackCall_06-19-18

Please complete your session evaluations! We value your feedback.

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