



Community College Faculty's Knowledge and Comfort Related to Early Childhood Special Education

Presentation at 2015 DEC Conference

October 7-9, 2015

Atlanta, GA

Presenters: Chih-Ing Lim, Laurie Dinnebeil, Patricia Blasco, Tracey West, Camille Catlett, and William McInerney



Preparing Early Childhood Professionals for Inclusion



Outline of Session

1. How We Started
2. Results from Baseline Faculty and Student Needs Assessments
3. Discussion



Preparing Early Childhood
Professionals for Inclusion



Participant Outcomes

- Learn about findings from faculty needs assessments that were conducted with community colleges across the United States; and
- Acquire strategies and ideas on enhancing teacher preparation including evaluation materials and syllabi revision.

How We Started



Why this Work is Critical

- 56% of IHEs offering early childhood education are community colleges
- EC professionals are not prepared to work with children with disabilities
 - 41% of Associate's degree programs required practicum in working with children with disabilities
- Community college faculty have a high workload
 - 70% are adjunct faculty
 - Full-time faculty-student ratio = 1:79

Source: Maxwell, Lim & Early, 2006

Our Priorities from OSEP

Quality practice experience

Increasing faculty knowledge and skills

Evidence-Based Practice

Supporting children with disabilities

Faculty supports

Key Features of Projects

- Technical assistance (TA) and support is tailored based on the unique features of each community college



Copyright © Ron Leishman * <http://TeenClips.com/1291>

Key Features of Projects

- TA to support efforts of community college faculty to enhance their coursework and practica to meet state and national focuses around inclusion



April 2009

Early Childhood Inclusion

A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities¹ and their families are full members of the community reflects societal values promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects

wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understand-



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS

September 14, 2015

PURPOSE

The purpose of this policy statement is to set a vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs, from the U.S. Departments of Education (ED) and Health and Human Services (HHS) (the Departments), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood

Children with disabilities should have access to inclusive programs that are provided with individualized and appropriate supports. This policy statement aims to advance this



Key Features of Projects

- Involvement of diverse community partners in the work



Key Features of Projects

- State of the art websites that provide updated and sustainable materials including the DEC Recommended Practices

Project PEPI Enhancement Resources



Collaboration | Social Emotional | Families | Specialized Instruction | Oregon Resources | National Resources

Collaboration

Collaboration Objective 1: Students will have knowledge about inclusion of children with disabilities in early childhood programs.

[Research Synthesis Points on Early Childhood Inclusion](#): National Professional Development Center on Inclusion. The University of North Carolina

DEC/NAEYC Position on Early Childhood Inclusion [Full version](#) - [Summary](#)

[Friendship, Inclusion, and Learning](#) (Runtime: 7:25) Video showing a beautiful friendship that blossomed between two young girls in a preschool classroom. -

Collaboration Objective 3: Students will be able to provide effective problem-solving processes.

Source: PEPI

PROJECT OVERVIEW

[Partner Project Home](#)

[About The Project](#)

[Project Staff](#)

[Institutional Partners](#)

[Advisory Board](#)

[Project News](#)

PROJECT RESOURCES

[Areas of Focus](#)

[Presentations](#)

[Calendar](#)

CONTACT US

The Partner Project
Lyn Hale, Project Manager
The University of Toledo
Gillham Hall 4000B, MS 954
2801 W Bancroft St.
Toledo, OH 43606
Ph: 419.530.5292
Fax: 419.530.2700

EARLY CHILDHOOD SPECIAL EDUCATION CONTENT - DISABILITY CATEGORIES

It is important for Early Childhood educators to develop an awareness of different disability categories, associated behaviors, and educational implications so that they can begin to design, implement, and evaluate instructional strategies. By increasing their awareness of different disability categories, teachers may be better prepared to create learning environments that stimulate and challenge all children. The following resources provide an overview of disability categories, associated behaviors, and potential implications for development and learning.

Overview of Disability Categories

The following fact sheet developed by the National Dissemination Center for Children with Disabilities (NICHCY) provides an overview of the categories of disabilities as defined by the Individuals with Disabilities Education Act (IDEA). [PDF](#)

The following link provides information on the Americans with Disabilities Act (ADA). <http://nichcy.org/laws/ada/>

The following publication explains how the requirements of the ADA apply to Child Care Centers. The document also describes some of the Department of Justice's ongoing enforcement efforts in the child care area and it provides a resource list on sources of information on the ADA. <http://www.ada.gov/childq526a.htm>

Attention Deficit-Hyperactivity Disorder (ADHD)

The following fact sheet developed by the National Dissemination Center for Children with Disabilities (NICHCY) provides an overview of characteristics and educational implications of ADHD. [FACT SHEET](#)

The following fact sheet developed by the Head Start Center for Inclusion provides an overview of characteristics and educational implications of ADHD. [PDF](#)

Autism Spectrum Disorder (ASD)



Ideas and Strategies for Incorporating the DEC Recommended Practices in Child Development (Conception to Age 8)

FAMILIES AND ASSESSMENT. Provide students with the following scenario or develop your own scenario. Ask students to use at least five of the DEC recommended assessment practices to develop an action plan for how they can work collaboratively with a family to better understand their child's development. "Jose is a quiet 3-year old who joined your classroom a month ago. He does not talk much and does not participate in pretend play. He also avoids eye contact. Should you be concerned? Does he behave this way at home too?"

DEC RECOMMENDED PRACTICES IN ACTION. The five DEC interactional practices (INT1-INT5) are critical in children's language, social emotional, and cognitive development. Using CONNECT Modules (<http://community.fpg.unc.edu>), ask students to watch the following three videos: Video 1.15: Routine at home – playing Mr. Potato Head®, Video 1.7: Routine in a program – building with blocks, and Video 1.6: Routine in a program – taking turns. As they watch the videos, have them check off the DEC recommended practices that they observe using the checklist below. Note that not all the practices in the checklist are observable in the videos but they may be used as a catalyst for discussion. For on-ground courses, discuss after each video clip. For online courses, facilitate a discussion on the online discussion board.

	CONNECT Module 1		CONNECT Module 7
	Video 1.15: Routine at home – playing	Video 1.7: Routine in a program –	Video 1.6: Routine in a program –
emotional expressions.			
Development by observation and activities			

Source: SCRIPT-NC

Source: Partner Project

Key Features of Projects

- User-friendly and accessible resources for community college faculty to include in their course work to fit their local community college goals



Source: SCRIPT-NC

Overview of needs assessment

- Needs assessment was adapted from previously-federally funded project, *Crosswalks*
- Needs assessment is used by OSEP paraprofessional grantees from:
 - Northampton Community College
 - Tacoma Community College
 - Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
 - University of Toledo
 - Western Oregon University
- 2 programs administered a 36-item survey while the other 3 administered a 28-item survey

Faculty Needs Assessment Survey

SCRIPT-NC

Faculty Needs Assessment

Default Question Block

The purpose of this survey is to learn about your current level of knowledge and implementation of specific early childhood and early intervention content and instructional approaches. The information you provide will help us better understand how we might offer professional development and resources that are relevant and useful to you.

I. Early Childhood and Early Intervention Content Areas

Please read the following statements. On a scale of 1 to 5 where "1" is low and "5" is high, please indicate your CURRENT LEVEL of knowledge, emphasis in the courses you teach, knowledge of where to access resources, and comfort teaching the content with regard to each of the statements. Please note that the level of emphasis on specific content areas will vary depending on the courses you teach.

	Current Level of Your Knowledge					Current Level of Emphasis in the Courses You Teach					Current Level of Knowledge of Where to Access Resources					Current Level of Comfort with Teaching This Content				
	Low	2	Medium	4	High	Low	2	Medium	4	High	Low	2	Medium	4	High	Low	2	Medium	4	High
1. Using evidence-based practices in early intervention (EI) and early childhood special education (ECSE).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Collaborating and working effectively with licensed/certified professional practitioners who support children with and without disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Implementing intervention strategies to support the social-emotional and behavioral development of children of diverse abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Implementing age appropriate expectations for routines in early childhood settings for children of diverse abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Implementing instructional strategies to support early development and learning or academic achievement for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overview of needs assessment

- Survey has 3 sections: EC and EI Content Areas, Instructional Strategies and Demographics
- EC and EI Content: Using a scale of 1 (Low) -5 (High), respondents indicated their current level of knowledge, emphasis on ECSE content in the courses they teach, knowledge of where to access resources related to ECSE content, and comfort teaching the content with regard to the statements
- Instructional Strategies: Using a scale of 0 (None) – 5 (High), respondents indicated their skills and emphasis on ECSE content and skills in the courses they teach with regard to the statements

Methods

- Online survey – Qualtrics (n= 16), Survey Monkey (n=1)
- Needs assessment conducted in Fall 2011 / Spring 2012, Fall 2012 / Spring 2013, and Fall 2014/Spring 2015
- Descriptive statistics and bivariate correlations were conducted using SPSS 21

Who were the participants?

- 173 early childhood faculty from 17 community colleges in North Carolina, Ohio, Oregon, Pennsylvania, Michigan, and Washington
- #s of faculty respondents in each of the CCs surveyed ranged from 2 to 52 (Median = 9)
- The demographics of the faculty were similar to findings from national surveys (Early & Winton, 2001; Maxwell, Lim & Early, 2006)

Faculty Education and Experience in ECSE

- Faculty earned their highest level of education between 1967 and 2015
- 75% indicated their highest level of education was Master's degree
- 53% indicated their primary discipline was early childhood education
- Number of years in personnel preparation ranged from 0-50 years
- Number of years of experience in providing direct services to children and families ranged from 3-50 years

Faculty knowledge and skills: Top 10 areas of needs

- Using AT to enhance children's development and access to natural learning opportunities (M = 3.02, SD = 1.09)
- Using AT to enhance children's participation in the general curriculum (M = 3.04, SD = 1.04)
- Implementing transition plans and services across settings (M = 3.32, SD = 1.15)
- Knowledge of relevant state and federal regulations specific to meeting the needs of children with diverse abilities and their families (M = 3.51, SD = 1.03)
- Using EBPs in EI and ECSE (M=3.55, SD = 1.01)

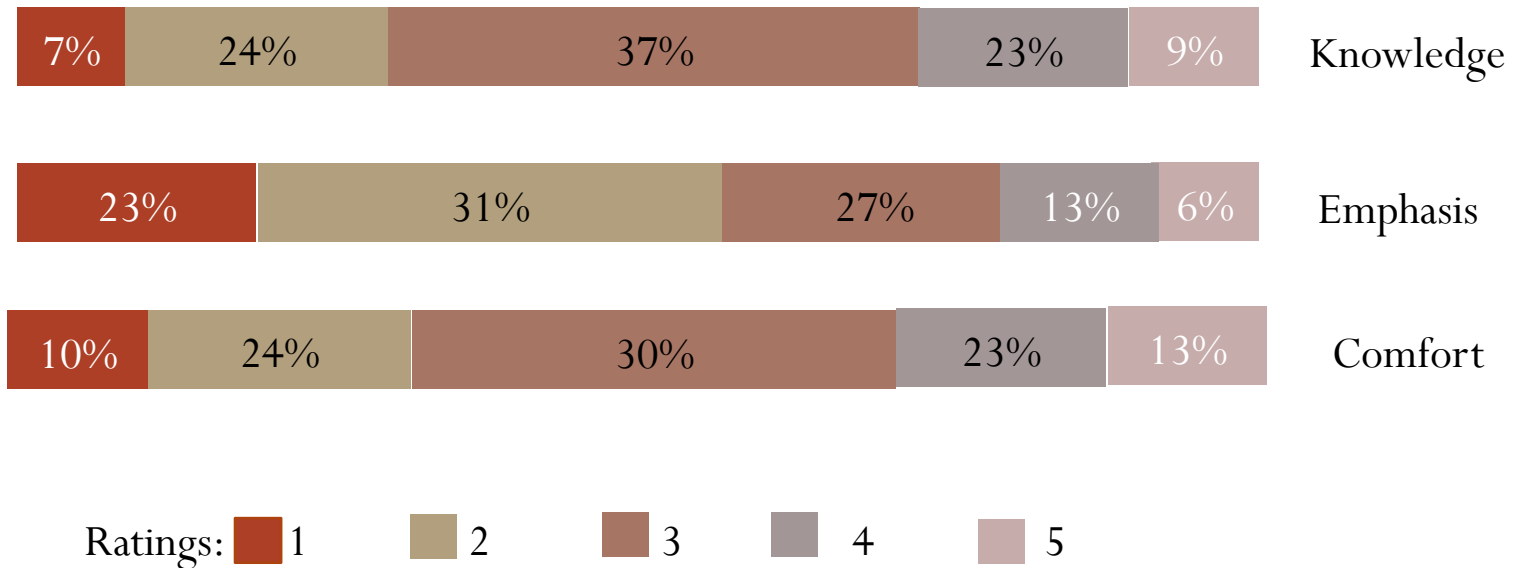
Faculty knowledge and skills: Top areas of needs (cont'd)

- Implementing IFSPs and IEPs ($M = 3.70$, $SD = 1.16$)
- Systematically embedding intervention strategies into daily routines & activities of children with diverse abilities ($M = 3.71$, $SD = .99$)
- Using data from progress monitoring efforts to make curriculum decisions to support the academic & development progress of children with diverse abilities ($M = 3.75$, $SD = 1.17$)
- Implementing varied measures of informal assessment to monitor the academic or developmental progress of children of diverse abilities ($M=3.91$, $SD = 1.06$)
- Implementing intervention strategies to support early development or academic achievement of children of diverse abilities ($M=3.91$, $SD = .94$)

Research question

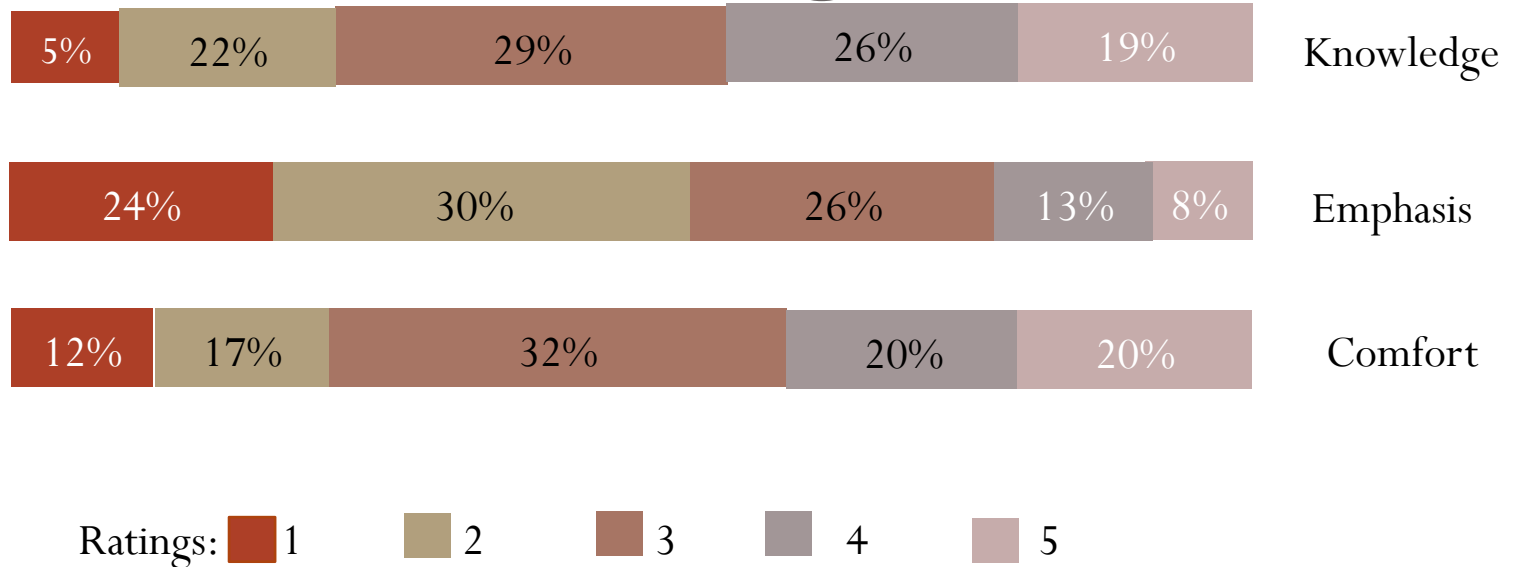
- What is the relationship between faculty members' knowledge, skills and comfort level related to ECSE topical areas and the degree to which they are addressed in Community College program coursework in ECE ?

Using AT to enhance children's access to natural learning opportunities



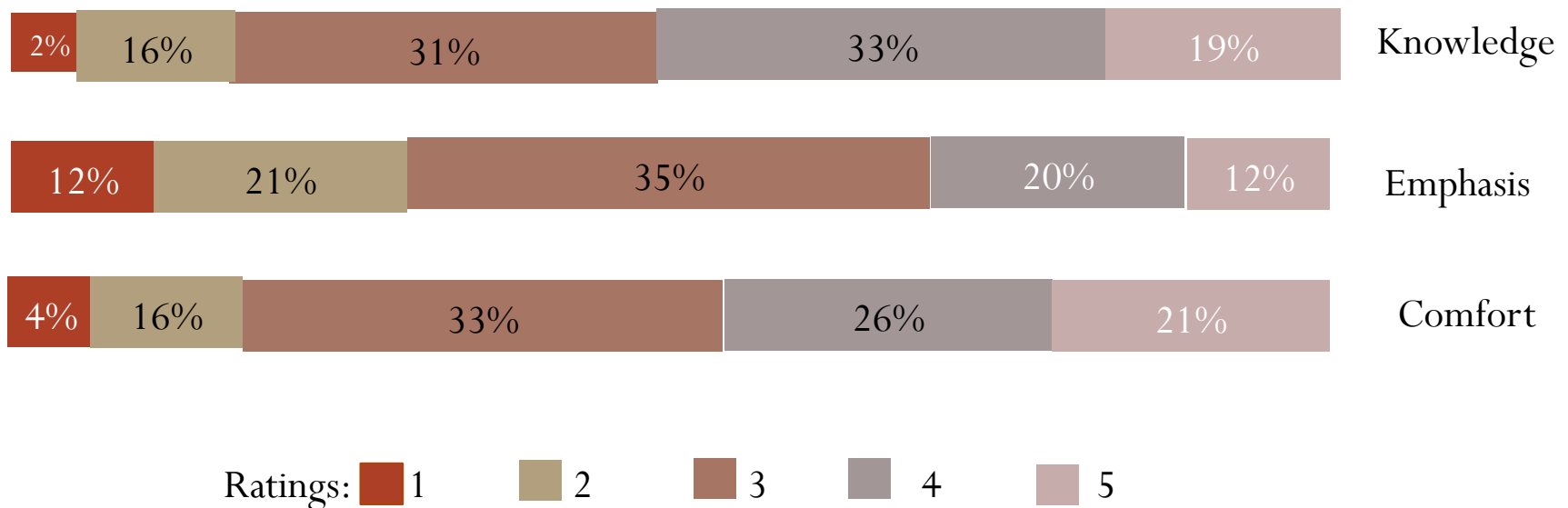
- Levels of emphasis in courses taught were correlated to knowledge and skills ($r(164) = .65, p < .01$) as well as to comfort level ($r(164) = .54, p < .01$).

Implementing transition plans and services across settings.



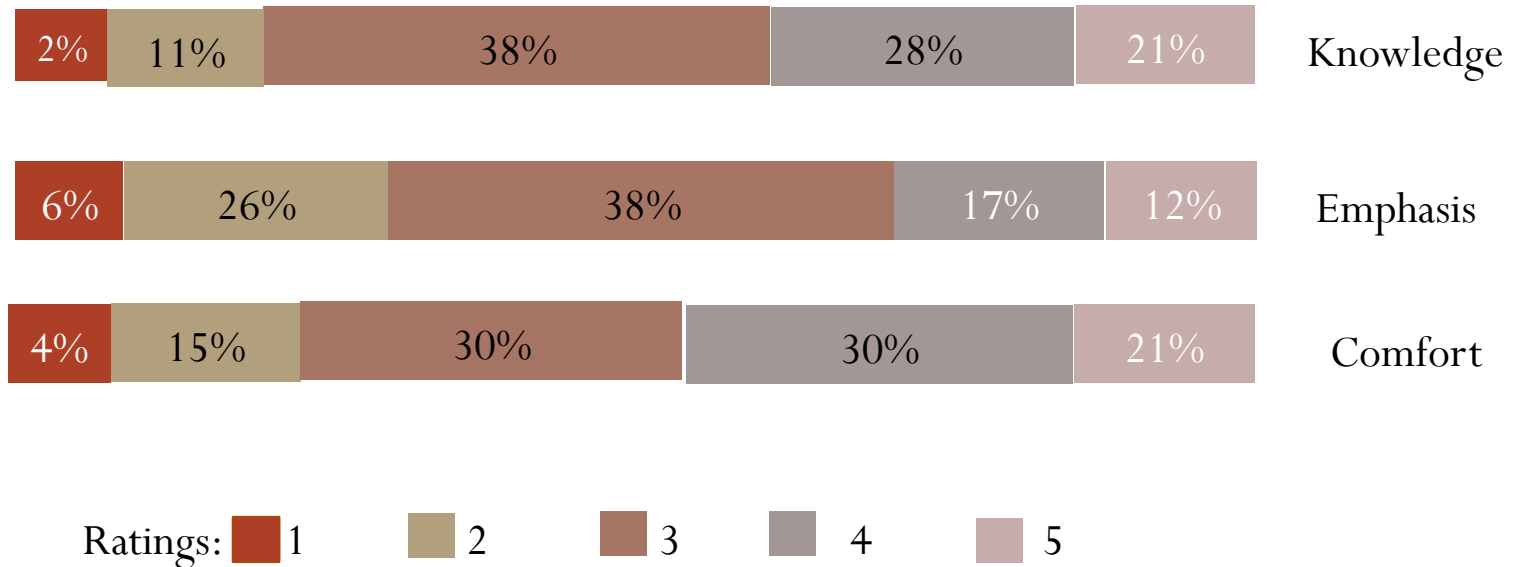
- Levels of emphasis in courses taught were correlated to knowledge and skills ($r(162) = .61, p < .01$) as well as to comfort level ($r(162) = .52, p < .01$).

Relevant state and federal regulations specific to meeting the needs of children with diverse abilities and their families



- Levels of emphasis in courses taught were correlated to knowledge and skills ($r(162) = .54, p < .01$) as well as to comfort level ($r(162) = .52, p < .01$).

Using EBP in EI & ECSE



- Levels of emphasis in courses taught were correlated to knowledge and skills ($r(119) = .67, p < .01$) as well as to comfort level ($r(119) = .65, p < .01$)

Student Needs Assessment

- Questions were similar to faculty needs except:
 - Students were also asked the extent to which they were familiar with 11 key EI / ECSE terms
 - Students were only asked about their knowledge and skills on the key content areas
- Overall, mean ratings were all below 4 for all 11 terms, with the term 'AT' having the lowest mean rating

Student Needs Assessment

The majority of the students scoring low-medium in terms of level of knowledge:

- Using evidence-based practices in early intervention (EI) and early childhood special education (ECSE)
- Working with specialists and therapists who support children with diverse abilities.
- Implementing functional Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- Implementing transition plans and services across settings.
- Relevant state and federal regulations specific to meeting the needs of children with diverse abilities and their families.

The Rasch Measurement Model (RMM)

Additional Analyses of the Faculty Needs
Assessment

Survey Data are Ordinal

The problem with survey responses is that they are *ordinal* in nature (from ‘less to more’, such as ‘strongly disagree’ to ‘strongly agree’ or ‘low’ to ‘high’). As such, in their original form, they are not equal interval, meaning that they do not possess the mathematical qualities necessary for addition, subtraction, or comparison on a commonly understood standard, equal-interval unit of measure.

A - Current Level of Your Knowledge & Skill				
Low	Medium		High	
1	2	3	4	5

Ruler Analogy

Think of a RULER with equal intervals to demarcate commonly understood units of length. Before the development of standard measures of length, one could only line up people in an ordinal fashion - tallest, next tallest, shorter, and so forth.

This type of 'measurement' is not measurement at all and does not translate/communicate/infer to other groups of individuals. Such is the case with survey data in their original form.

A - Current Level of Your Knowledge & Skill				
Low	Medium		High	
1	2	3	4	5



Analysis Restrictions

There are also limitations as to what analyses you can do with your data. Without converting raw survey data into measurement units, only descriptive statistics (e.g., frequencies or percentages) can be generated to summarize the data, and these statistics do not allow researchers to make any inferences/generalizations.

Solution - RMM

We need to take ordinal survey responses and develop units of measurement so the unit values remain the same across the ruler, just like in any physical measure.

The Rasch Measurement Model is the only model that accomplishes that. It combines rigorous statistical methods with rich qualitative descriptions to provide meaningful measures that can be used to compare attributes, perceptions, and attitudes across any subgroup or time period of interest.

The Rasch Model also allows you to test your theory or understanding of the phenomenon you are studying and see it in a more complex way.

Item Ordering for ‘Philosophical Approach’

Most difficult to agree with

C27 Implementing positive behavior support plans from the data collected by the system of functional assessment

C9 Implementing functional Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs)

C6 Systematically embedding individualized intervention strategies into daily routines and activities of children with diverse abilities

C3 Implementing intervention strategies to support the social-emotional and behavioral development

C29 Demonstrating sensitivity to children from diverse linguistic backgrounds and their families

C19 Relationship-based professional development approaches, including coaching, consultation, and mentoring

C2 Collaborating and working effectively with licensed/certified professional practitioners who support children with and without disabilities.

C4 Implementing age appropriate expectations for routines in early childhood settings for children

C15 Communicating effectively with families of children of diverse abilities.

C28 Demonstrating sensitivity to children from diverse cultural backgrounds and their families

C18 Working with children from diverse socioeconomic backgrounds and their families

Least difficult to agree with

Summary Statistics

- **Reliability = .82**
- **All items fit the model**
- **Support for unidimensionality (53% of variance accounted for)**

Item Ordering for ‘Degree of Familiarity’

Most difficult to agree with

C7 Using a range of augmentative or assistive technology to enhance children’s development and access to natural learning opportunities.

C8 Using a range of augmentative or assistive technology to enhance children’s participation in the general curriculum.

C20 Relevant state and federal regulations specific to meeting the needs of children with diverse abilities and their families

C11 Using data from progress monitoring efforts to make curricular decisions to support the academic and developmental (i.e., cognitive, language, motor, and social / emotional) progress of children with diverse abilities.

C10 Using varied measures of informal assessment to monitor the academic or developmental progress of children of diverse abilities.

C12 Adapting or modifying the physical environment to support children’s access to natural learning opportunities.

C2 Collaborating and working effectively with licensed/certified professional practitioners who support children with and without disabilities.

C13 Adapting or modifying classroom routines to support the learning and development of young children with diverse abilities.

C15 Communicating effectively with families of children of diverse abilities.

Summary Statistics

- **Reliability = .87**
- **All items fit the model**
- **Support for unidimensionality (64.3% of variance accounted for)**

Next Steps for Cross-Project Data Collection and Analyses

- Post-student and faculty needs assessments
 - Compare data across time
- Focus group discussion

Cross-Project Measures

Grantee	Faculty Needs Assessment (Pre / Post)	Student Needs Assessment (Pre / Post)	Post-TA Focus Group	Graduate of the Future
Frank Porter Graham Child Development Institute	X	X	X	X
University of Toledo	X	X	X	X
Western Oregon University	X	X	X	
Northampton Community College	X	X		X
Tacoma Community College	X	X		X

Discussion Question

- How can faculty / researchers collaborate to coordinate data collection across projects and institutions?

TA and Support Offered by Projects

- Technical assistance (TA) and support is tailored based on the unique features of each community college



TA and Support Offered by Projects

- TA to support efforts of community college faculty to enhance their coursework and practica to meet state and national focuses around inclusion



April 2009

Early Childhood Inclusion

A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities¹ and their families are full members of the community reflects societal values promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects

wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understand-



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS

September 14, 2015

PURPOSE

The purpose of this policy statement is to set a vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs, from the U.S. Departments of Education (ED) and Health and Human Services (HHS) (the Departments), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood

Children with disabilities should have access to inclusive programs that are provided with individualized and appropriate supports. This policy statement aims to advance this



TA and Support Offered by Projects

- Involvement of diverse community partners in the work



TA and Support Offered by Projects

- State of the art websites that provide updated and sustainable materials including the DEC Recommended Practices

Project PEPI Enhancement Resources



Collaboration | Social Emotional | Families | Specialized Instruction | Oregon Resources | National Resources

Collaboration

Collaboration Objective 1: Students will have knowledge about inclusion of children with disabilities in early childhood programs.

[Research Synthesis Points on Early Childhood Inclusion](#): National Professional Development Center on Inclusion. The University of North Carolina

DEC/NAEYC Position on Early Childhood Inclusion [Full version](#) - [Summary](#)

[Friendship, Inclusion, and Learning](#) (Runtime: 7:25) Video showing a beautiful friendship that blossomed between two young girls in a preschool classroom. - :

Collaboration Objective 3: Students will be able providers using effective problem-solving proces

Source: PEPI

PROJECT OVERVIEW

[Partner Project Home](#)

[About The Project](#)

[Project Staff](#)

[Institutional Partners](#)

[Advisory Board](#)

[Project News](#)

PROJECT RESOURCES

[Areas of Focus](#)

[Presentations](#)

[Calendar](#)

CONTACT US

The Partner Project
Lyn Hale, Project Manager
The University of Toledo
Gillham Hall 4000B, MS 954
2801 W.Bancroft St.
Toledo, OH 43606
Ph: 419.530.5292
Fax: 419.530.2700

EARLY CHILDHOOD SPECIAL EDUCATION CONTENT - DISABILITY CATEGORIES

It is important for Early Childhood educators to develop an awareness of different disability categories, associated behaviors, and educational implications so that they can begin to design, implement, and evaluate instructional strategies. By increasing their awareness of different disability categories, teachers may be better prepared to create learning environments that stimulate and challenge all children. The following resources provide an overview of disability categories, associated behaviors, and potential implications for development and learning.

Overview of Disability Categories

The following fact sheet developed by the National Dissemination Center for Children with Disabilities (NICHCY) provides an overview of the categories of disabilities as defined by the Individuals with Disabilities Education Act (IDEA). [PDF](#)

The following link provides information on the Americans with Disabilities Act (ADA). <http://nichcy.org/laws/ada/>

The following publication explains how the requirements of the ADA apply to Child Care Centers. The document also describes some of the Department of Justice's ongoing enforcement efforts in the child care area and it provides a resource list on sources of information on the ADA. <http://www.ada.gov/childq526a.htm>

Attention Deficit-Hyperactivity Disorder (ADHD)

The following fact sheet developed by the National Dissemination Center for Children with Disabilities (NICHCY) provides an overview of characteristics and educational implications of ADHD. [FACT SHEET](#)

The following fact sheet developed by the Head Start Center for Inclusion provides an overview of characteristics and educational implications of ADHD. [PDF](#)

Autism Spectrum Disorder (ASD)



Ideas and Strategies for Incorporating the DEC Recommended Practices in Child Development (Conception to Age 8)

FAMILIES AND ASSESSMENT. Provide students with the following scenario or develop your own scenario. Ask students to use at least five of the DEC recommended assessment practices to develop an action plan for how they can work collaboratively with a family to better understand their child's development. "Jose is a quiet 3-year old who joined your classroom a month ago. He does not talk much and does not participate in pretend play. He also avoids eye contact. Should you be concerned? Does he behave this way at home too?"

DEC RECOMMENDED PRACTICES IN ACTION. The five DEC interactional practices (INT1-INT5) are critical in children's language, social emotional, and cognitive development. Using CONNECT Modules (<http://community.fpg.unc.edu>), ask students to watch the following three videos: Video 1.15: Routine at home – playing Mr. Potato Head®, Video 1.7: Routine in a program – building with blocks, and Video 1.6: Routine in a program – taking turns. As they watch the videos, have them check off the DEC recommended practices that they observe using the checklist below. Note that not all the practices in the checklist are observable in the videos but they may be used as a catalyst for discussion. For on-ground courses, discuss after each video clip. For online courses, facilitate a discussion on the online discussion board.

DEC Recommended Practices ³	CONNECT Module 1		CONNECT Module 7
		Video 1.15: Routine at home – playing Mr. Potato Head	Video 1.7: Routine in a program – building with blocks

emotional responding and expressions. Development by those interactions and activities

Source: SCRIPT-NC

Source: Partner Project

TA and Support Offered by Projects

- User-friendly and accessible resources for community college faculty to include in their course work to fit their local community college goals



Source: SCRIPT-NC

Discussion Questions

- How can ECE faculty members' needs be addressed through various types of professional development?
- How can these program results be used to frame professional development for the ECE faculty members?



Thank You