**Hold a DEC Recommended Practices Scavenger Hunt** to familiarize the students with the 2014 DEC Recommended Practices. Create a list of specific things to hunt for (e.g., definition of instructional practices, a practice for promoting children’s cognitive development, number of themes family practices encompass, etc.). Ask students to identify the page and / or practice number (if applicable) on which that information may be found.

**DEC Recommended Practices in Action.** Using CONNECT Modules ([**http://community.fpg.unc.edu**](http://community.fpg.unc.edu)), ask students to watch the following three videos: Video 1.17: Routine in a program – playing red light green light; Video 1.20: Routine in a program – eating lunch; and Video 7.18: Washing clothes. 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.

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| **DEC Recommended Practices[[1]](#footnote-1)** | **CONNECT Module 1** | | **CONNECT Module 7** |
| Video 1.17: Routine in a program – playing red light green light | Video 1.20: Routine in a program – eating lunch | Video 7.18: Washing clothes |
| INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities. |  |  |  |

1. Find the DEC Recommended Practices online at [**http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf**](http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf) [↑](#footnote-ref-1)