

NC ACCESS Spring Meeting 2023 March 22, 2023, 1-4:30 pm EST.

Camille Catlett, Tracey West, & Chih-Ing Lim

camille.catlett@unc.edu | tracey.west@unc.edu | chih-ing.lim@unc.edu

<https://scriptnc.fpg.unc.edu>



Materials from presentation

<https://scriptnc.fpg.unc.edu/script-nc-pd-nc-access-spring-meeting-2023>

Definitions

Professional Development

Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice. The key components of professional development include: (a) the characteristics and contexts of the learners (i.e., the “who” of professional development, including the characteristics and contexts of the learners and the children and families they serve); (b) content (i.e., the “what” of professional development; what professionals should know and be able to do; generally defined by professional competencies, standards, and credentials); and (c) the organization and facilitation of learning experiences (i.e., the “how” of professional development; the approaches, models, or methods used to support self-directed, experientially-oriented learning that is highly relevant to practice).

Source: National Professional Development Center on Inclusion. (2008). What do we mean by professional development in the early childhood field? Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf

Early Childhood Inclusion

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

Source: DEC/NAEYC. (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 (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

Morgan, C. W., & Cheatham, G. A. (2021, September). **Rationale for change: Reconceptualizing inclusive early childhood education through practice.** *Young Exceptional Children*, 24(3), 115-123.

Alternative Learning Positions: Supporting Children’s Appropriate Motor Development

Marianne Gibbs, April 05, 2022, Community Playthings

<https://www.communityplaythings.com:443/resources/articles/2022/Alternative-Learning-Positions>

Delivering on the Promise of Effective Early Childhood Education

<https://www.nbcdi.org/sites/default/files/resource->

[files/Delivering%20on%20the%20Promise%20of%20Effective%20Early%20Childhood%20Education.pdf](https://www.nbcdi.org/sites/default/files/resource-Delivering%20on%20the%20Promise%20of%20Effective%20Early%20Childhood%20Education.pdf)

Evidence-Based Practice

Evidence-based practice is a decision-making process that integrates the best available research evidence with family and professional wisdom and values.

Source: FPG Child Development Institute, UNC-CH. (2006, September). Evidence-based practice empowers early childhood professionals and families. FPG Snapshot #33. https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/FPG_Snapshot33_2006.pdf

Four Tools to Support Your Work

1. Personas

Infant-toddler personas

<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/InfantToddler%20Personas.pdf>

Preschool personas

<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Preschool%20Personas.pdf>

K-3 personas <https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Elementary%20personas.pdf>

Michigan Persona Project eBook

https://eotta.ccsesa.org/Files/Uploads/New/4095/Michigan_Persona_Project_Ebook_Part_1.pdf

2. NC Early Childhood Resource Collection

<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Resource%20List%20NC-3-17-2023.pdf>

3. Assignment Alignment Tool

https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Check_Your_Assignment_Alignment_%28revised%29.pdf

4. Assignment Makeovers

Gauvreau, A. N., Lohmann, M. J., & Hovey, K. A. (2023). Circle Is for Everyone: Using UDL to Promote Inclusion During Circle Times. *Young Exceptional Children*, 26(1), 3–15. <https://doi.org/10.1177/10962506211028576>

Table Top Discussions

- Have you used personas in your work? If so, how? If not, how might you?
- Have you used the NC Early Childhood Resource Collection in your work? If so, how? If not, how might you?
- Have you used the assignment alignment tool in your work? If so, how? If not, how might you?
- Have you used assignment makeover strategies in your work? If so, how? If not, how might you?

New Resources to Support Your Work

Examples of Online Faculty Resources for the 4th Edition of DAP

To access the faculty resources to accompany DAP, go to

<https://www.naeyc.org/resources/developmentallyappropriate-practice/get-faculty-resources>

- Appendix C: Changes to the Position Statement, Changes to the Book: Resources and Strategies for Faculty
- Charts 1-6 Tables with Resources for Coursework and Field Experiences
- Essential readings, vignettes, NAEYC readings and resources, activities and assignments, thought and reflection questions
- SCRIPT-NC webinar resources <https://scriptnc.fpg.unc.edu/script-nc-webinar-bringing-developmentallyappropriate-practice-dap-lens-any-course>

Resources on Inclusion

STEMIE Why Inclusion Video Series

- Part 1: Let's Change Attitudes and Beliefs <https://www.youtube.com/watch?v=9cw6pkQadiw> (in English, with closed captioning options in English, Vietnamese, Spanish, and Korean)
- Part 2: Key Characteristics of High Quality Inclusive Education <https://www.youtube.com/watch?v=b7DywG0BgMk> (in English, with closed captioning options in English, Vietnamese, Spanish, and Korean)
- Part 3: Social Outcomes in Inclusion <https://www.youtube.com/watch?v=NIJNb9Gt2qM> (in English, with closed captioning options in English, Vietnamese, Spanish, and Korean)

Indicators and Elements of High-Quality Inclusion <https://ectacenter.org/topics/inclusion/indicators.asp>

E3. Social Emotional Learning and Development

- Classroom Visuals and Supports <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visualssupports>
- Book Nooks <http://csefel.vanderbilt.edu/resources/strategies.html#booknook>
- New social-emotional book list <https://challengingbehavior.org/implementation/program-wide/books/>
- National Center for Pyramid Model Innovations <https://challengingbehavior.org/>

E4. Meaningful Interactions with Peers

- Playing Together: Inclusive Social Interactions <https://cultivatelearning.uw.edu/circle-time-magazine/season-3/episode-4/> (video)
<https://online.flowpaper.com/7411070b/CTMMagazineS3E4Draft5/#page=1> (online magazine)
- Examples of Peer Support <https://connectmodules.dec-sped.org/connect-modules/resources/handouts/connecthandout-1-2/>

Pyramid Practices at Circle Time <https://youtu.be/vZaNcfoCei8>

Fact Sheet: Advancing Racial Equity in Early Intervention and Early Childhood Special Education
<https://ectacenter.org/topics/racialequity/factsheet-racialequity-2023.asp>

Heads up: PowerPoints and handouts from faculty/PD 2023 Inclusion Institute strand
<https://scriptnc.fpg.unc.edu/2023-inclusion-institute-early-childhood-faculty-and-professional-developmentproviders>

Evidence-Based Practice Resources

A Guide to Adaptations

<https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/A%20Guide%20to%20Adaptations%20r-3-7-2022.pdf>

- Adaptations to Everyday Routines and Activities Make STEM Happen for Infants and Toddlers
<https://stemie.fpg.unc.edu/stemie-pd-series-adaptations-everyday-routines-and-activities-make-stem-happeninfants-and-toddlers>

A Guide to Teaching Practices <https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/A%20Guide%20to%20Teaching%20Practices%203-14-2022.pdf>

- Modeling Ideal Behaviors in Curriculum Plans Can Help Young Children to Develop Executive Function
<https://www.k12dive.com/news/modeling-ideal-behaviors-in-curriculum-plans-can-help-young-studentsdevelo/628271/> **AFIRM Modules**
- AFIRM for paraprofessionals (ages 5-12) that includes scenario-based/simulated learning (5 modules):
<https://afirm.fpg.unc.edu/node/2970>
- AFIRM for toddlers (4 modules): <https://afirm.fpg.unc.edu/node/2971>

DEC Recommended Practices (see pages 4-5)

Universal Design for Learning (UDL)

- UDL Resource Collections
<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/NR%20Jan%202023%20UDL.pdf>

<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/May2021-UDL.pdf>
- Circle Time is for Everyone: Using UDL to Promote Inclusion During Circle Times
<https://drive.google.com/drive/folders/1XaH0luHvCcxXoriQdUgSlu17jBNAS5cY?usp=sharing>

DEC RECOMMENDED PRACTICES – OVERVIEW AND RESOURCES

What are the Recommended Practices? <https://www.dec-sped.org/dec-recommended-practices>

The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them. While the benefits to children with or at risk for disabilities are clear, these evidence-based practices also support the other young children in any setting. The topics around which Recommended Practices have been gathered are:

Leadership	Assessment	Environment	Family
Instruction	Interaction	Teaming and Collaboration	Transition

Resources at this website include:

- Recommended Practices in English and Spanish
- Glossary of terms
- Recommended Practices with embedded examples (illustrations of what each practice might look like in different home and early childhood settings)
- Recommended Practices with interactive glossary (key terms are highlighted and linked to definitions)

Practice Improvement Tools: Using the DEC Recommended Practices <https://ectacenter.org/decrp/>

The Practice Improvement Tools were developed to support implementation of the evidence-based practices. They are based on the DEC Recommended Practices. Tools and resources are organized around the eight topics of the DEC Recommended Practices and are designed to guide educators, practitioners, administrators, and families in supporting young children who have, or are at-risk for, developmental delays or disabilities across a variety of early childhood settings. They include **performance checklists**, **practice guides**, and **professional development** guidance materials.

INTERACTION Checklist 4 of 4

Child-Child Interaction Checklist

This checklist includes practices that can be used to encourage and support peer interactions to promote positive interactions and play by responding promptly and positively (contingently) to the child's behavior. The adult behavior includes things both to nurture mutually interesting and enjoyable peer interactions and to promote and enhance child-initiated interactions. The adult behavior can be used as part of observing interactive activities (e.g., other groups) and as part of naturally occurring child-child play during everyday activities.

The checklist indicators can be used by a practitioner to develop a plan to use the practices with a child or to promote a parent's use of the practices. The checklist rating scale can be used to do a self-evaluation to determine if the different practice characteristics were used by a practitioner with a child or as part of promoting a parent's use of the practices.

Practitioner: _____ Child: _____ Date: _____

Please indicate which practice characteristics you were able to use as part of interactions with a child.

	Seldom or never (0-25%)	Some of the time (26-50%)	As often as I can (51-75%)	Most of the time (76-100%)	Notes
1. Provide the child multiple opportunities to play and interact with other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Observe the child's responses to interact with or join the attention of his or her peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify the behavior the child uses to initiate interactions with peers by focusing on the children's shared interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Respond promptly and positively (contingently) to the child's attempts to engage in interactions with peers during everyday activities and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Provide neutral, nonjudgmental consequences to the children's behavior and peer play to sustain child-child interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Encourage child behavior alternatives during peer interactions through modeling, imitation, expansion, and other types of supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This checklist is based upon the following DEC Recommended Practices: Interaction 1, 2, 3, 4. The DEC Recommended Practices are available at <https://www.ectacenter.org/recommendedpractices>. Access the checklist and other products at <https://www.ectacenter.org/forms>. Copyright © 2018 Early Childhood Technical Assistance Center.

Performance Checklists (<https://ectacenter.org/decrp/type-checklists.asp>) can be used to learn about recommended practices, improve skills, plan interventions, and self-evaluate the use evidence-based practices. For example, under the Interaction topic, the **Child-Child Interaction Checklist** provided to individuals who are watching a video that shows children with and without disabilities in an inclusive classroom. Using the checklist, observers can identify the Recommended Practices that they see. They might then have a discussion of the Recommended Practices they don't see, and how those practices might be incorporated. All Performance Checklists are available in English and Spanish.

Practice Guides for Practitioners (<https://ectacenter.org/decrp/type-pgpractitioner.asp>) provide information and illustrations of Recommended Practices in each of the topical areas. For example, one of the Practice Guides under the topic of environment is Adapting Children's Learning Opportunities, which may be downloaded as a **PDF** or as a **Mobile PDF**. Each Practice Guide includes information about and examples of the practice, a video that shows the practice, and a vignette illustrates how the practice might be used in a real world setting. The final section of the Practice Guide supports progress monitoring by sharing examples of what you should see if the practice is working. **Family Practice Guides** are also available, in English and Spanish. Each Family Practice Guide includes the same features as the Practice Guides for Practitioners (examples, video, illustrations, etc.), as you see on the left.

Recommended Practice Modules (<https://rpm.fpg.unc.edu/>)

The screenshot shows the homepage of the Recommended Practice Modules website. At the top, there is a search bar and a navigation menu with links for Home, Modules, Resources, Instructor Area, and About the Modules. Below the navigation is a green box with introductory text about the modules. Underneath is a 'Get Started' section with three colored buttons: 'Modules' (blue), 'Resource Library' (orange), and 'Instructor Area' (purple). Each button has a brief description and a 'View' link.

The Recommended Practice Modules are free modules developed for early care and education, early intervention, and early childhood special education faculty and professional development providers. The modules support the implementation of the DEC Recommended Practices. There is a free, inter-active, multimedia module for seven of the eight areas of Recommended Practice. The website is organized in three sections:

Modules <https://rpm.fpg.unc.edu/modules-list>

Each module includes learning objectives, information, examples and activities, voices from the field, and opportunities for practice. The content of each module is organized using the plan-do-study-act framework to build both knowledge acquisition and knowledge application.

Module 1: Interaction	Module 2: Transition	Module 3: Environment	
Module 4: Teaming and Collaboration	Module 5: Family	Module 6: Instruction	Module 7: Transition

Resource Library <https://rpm.fpg.unc.edu/resource-search-facets>

This compilation of resources includes audio and video clips, activities, handouts, and lists of references and resources cited in the seven modules. You may use the keyword search by typing a term into the search box, or use the guided search feature, which allows you to narrow your search by topic area, type of resource, or step in the Learning and Improvement Framework.

Instructor Area <https://rpm.fpg.unc.edu/groups/instructor-area>

This section of the website has guides to assist faculty/instructors, a discussion area to exchange ideas, and tutorials to orient you. Each Learning Guide provides specific examples of how to embed all or individual parts of a module into existing coursework and field experiences. Objectives are available for each activity and extensive options for observation, practice, and application are spelled out. A Practice Profile even offers options that might form the basis for a rubric for assignments that come from each module.



Please take 2 minutes to complete the evaluation of this session:

https://unc.az1.qualtrics.com/jfe/form/SV_3KNcevd8drMjwqO