Tools You Can Use

**An Introduction to New and
Not-So-New Early Intervention
and
Early Childhood TA Resources**

Parent to Parent
OF GEORGIA

ecta Early Childhood
Technical Assistance Center

Outcomes for Today

- Get to know the OSEP-funded Early Childhood TA Centers & what they have to offer Parent Centers
- Identify resources that Parent Center staff can use when working with families of young children
  - Establish a common understanding of DEC Recommended Practices and related tools
  - Explore tools and products focused on challenging behaviors and social-emotional development
  - Learn what resources exist related to early childhood data, personnel development, STEM and more

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Who's in the Room?

- Executive Directors
- Project Directors
- Board Members
- Front Line Staff
- Other Staff

Early Childhood and YOUR Parent Center

Who are you reaching?

What do they ask for when they call you?

Do you feel like you have the tools and resources you need to assist them?

What do you wish you had or knew more about?

2017 Part C and 619 Data

	Number served birth through age 2	Number served ages 3 through 5
Alabama	3,627	7,827
Arkansas	945	13,716
Florida	15,616	39,862
Georgia	9,516	18,833
Louisiana	5,180	9,885
Mississippi	2,064	8,400
North Carolina	10,517	19,899
Oklahoma	2,624	9,751
South Carolina	4,952	9,568
Texas	6,800	13,950
Tennessee	26,129	49,681
Virginia	10,115	18,296
US and Outlying Areas	388,694	773,595

https://www2.ed.gov/programs/osepidea/618-data/index.html

Who Are Parent Centers Serving

INDIVIDUAL ASSISTANCE - AGES 0-5	INDIVIDUAL ASSISTANCE - AGES 6-26

• Birth to 3 years
  • 15,285 (5.88%)
• 3 through 5 years
  • 31,909 (12.28%)
 	
47,194 (18.16%)
	• 6 through 11 years
	  • 100,890 (38.83%)
	• 12 through 14 years *212,635 (81.83%)*
	  • 52,177 (20.08%)
	• 15 through graduation/age out
	  • 47,975 (18.46%)
	• Beyond graduation/age out
	  • 11,593 (4.46%)

* 2017-2018 Parent Center Data Collection

Who Are the OSEP-Funded Early Childhood TA Centers?

- ECTA – Early Childhood Technical Assistance Center
- NCPMI – National Center for Pyramid Model Innovations
- ECPC – Early Childhood Personnel Center
- STEMIE - STEM Innovation for Inclusion in Early Education

** DaSy The Center for IDEA Early Childhood Data Systems

** IDC – IDEA Data Center

ECTA

Supports state Part C and Section 619 programs in developing high-quality early intervention and preschool special education service systems, increasing local implementation of evidence-based practices, and enhancing outcomes for young children with disabilities and their families.

http://ectacenter.org/

DEC

The Division for Early Childhood (DEC) promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or are at risk for developmental delays and disabilities. DEC is an international membership organization for those who work with or on behalf of young children (0-8) with disabilities and other special needs and their families.

- Position Statements
- Monographs, Journals, Publications
- Learning Decks
- Recommended Practices

https://www.dec-sped.org/

Recommended Practices

- Assessment
- Environment
- Family
- Instruction

- Interaction
- Leadership
- Teaming
- Transition

http://ectacenter.org/decrp/decrp.asp

What is the Purpose of the Recommended Practices?

- Provide guidance to practitioners and families about ways to improve learning outcomes and promote development of young children

- Help bridge the gap between research and practice

Sharing the Knowledge with Families

https://youtu.be/vl435YLMIok

Practice Improvement Resources

- Performance Checklists (29)
- Practice Guides for Professionals (32)
- Practice Guides for Families (32)
- aRPy Ambassadors

- Print & Mobile formats
- English & Spanish
- Videos
- Online modules for professional development

http://ectacenter.org/decrp/

Performance Checklists

Informed Family Decision-Making Practices Checklist

This checklist includes the kinds of practitioner help-giving practices that can be used to engage parents in informed decision-making in ways that are responsive to family concerns and priorities.

The help-giving behavior includes practices that provide parents information, advice, and guidance in ways that lead to the identification of child, parent, or family outcomes and the resources and supports needed to achieve those outcomes. The practices are used in conjunction with family-centered practices and family engagement practices.

The checklist indicators can be used by a practitioner to plan interactions with a parent or other family member to engage them in making informed choices about courses-of-action to address family concerns and priorities. The checklist rating scale can be used to do self-evaluation to determine if the practice characteristics appropriate to a family's situation were used as part of practitioner-parent interactions.

Please indicate which practice characteristics you were able to use as part of prompting informed family decision-making:

1. Interact with the parents in ways that are sensitive and responsive to the family's unique situation
2. Engage the parents in descriptions of their concerns and priorities, including their interests and aspirations for the family and their children
3. Engage the parents in identifying family concerns, priorities, and circumstances that are most important to them
4. Summarize the parent-identified concerns and priorities in a way that provides opportunities for the parents to set goals and desired outcomes
5. Engage the parents in descriptions of the types of supports and resources that would be most helpful for achieving identified goals and outcomes

http://ectacenter.org/decrp/type-checklists.asp

It's a Treasure Hunt

In small groups, complete the following:

- Review the performance checklists on your table.
  - 1:
  - 2:
  - 3:
- Discuss how each checklist might support your work with families of young children in your state or community.
- Be prepared to share two takeaways about your resource with the larger group.

Practice Guides for Professionals & Families

- Assessment
- Environment
- Family
- Instruction
- Interaction
- Teaming & Collaboration
- Transitions

Each Practice Guide includes a description or definition of the practice, a video clip, a family story and how to know if the practice is working.

http://ectacenter.org/decrp/type-pgfamily.asp

Practice Guides for Professionals & Families

Let's Take A Look at one….

- Environment Practice Guide #6 – Supporting Your Child's Learning
- http://ectacenter.org/~pdfs/decrp/PGF_ENV 6_supporting_2018.pdf

http://ectacenter.org/decrp/type-pgfamily.asp

Make it Work for YOU!

In small groups, complete the following:

- There are several different Practice Guides for Families on each table. Take a few minutes to review each of the documents. Select one document that would be useful to you in your work with families of young children.
- Discuss how you might introduce or use the selected Practice Guide with an individual family
    - Over the telephone
    - By Email
    - In person
- Be prepared to share two takeaways about your resource with the larger group.

Who are aRPy Ambassadors and What Do They Do?

aRPy Ambassadors…

- Are early childhood professionals who share information about the DEC Recommended Practices.
- Bring awareness to the existence of the practices, understand who the practices are intended for and share information about the materials and products that support the implementation of the DEC Recommended Practices.
- Are currently serving in their local or state community as a technical assistance or professional development provider for early childhood professionals or family members.
- Act as **disseminators** of information. The aRPy Ambassador role does NOT include training or coaching practitioners on how to implement the specific RPs, nor is the role intended to be a trainer of trainers.
- *Can also be Parent Center staff! The Family Ambassador program rolls out in Fall 2019!*

http://ectacenter.org/decrp/arpy_ambassadors.asp

Recommended Practices for Engaging Families: Webinar Series for Parent Center Staff

- Tuesday, June 25, 2019 3:00 – 3:45 pm EDT – Introduction to DEC and the Recommended Practices
- Tuesday, July 16, 2019 3:00 – 3:45 pm EDT - Resources and Materials That Support Family Use of the Recommended Practices
- Wednesday, August 7, 2019 3:00 – 3:45 pm EDT – Resources and Supports for Parent Centers
- Wednesday, September 11, 2019 3:00 – 3:45 pm EDT – aRPy Family Ambassador Initiative

http://ectacenter.org/events/webinars.asp#y2019rpsforengagingfamilies

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Additional ECTA Resources You May Find Useful

Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package

- An introductory video
- A set of six fully scripted PowerPoint presentations
- Handouts, activities and supplemental materials

http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp

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Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package

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National Early Childhood Inclusion Indicators

- The goal of the initiative is to improve and increase inclusive opportunities for young children with disabilities and their families, through system and practice refinements.

- A cross-sector partner group of early childhood stakeholders was formed with representation from national TA centers funded by the Offices of Child Care, Head Start, Special Education Programs, and Elementary and Secondary Education, national early childhood professional associations, national organizations and state agencies.

National Early Childhood Inclusion Indicators

- Local Program Indicators
- Classroom Indicators
- State Indicators

http://ectacenter.org/~pdfs/topics/inclusion/state_indicators_of_high_quality_inclusion.pdf

National Early Childhood Inclusion Indicators

State Indicators
http://ectacenter.org/~pdfs/topics/inclusion/state_indicators_of_high_quality_inclusion.pdf

1. Cross Sector Leadership
2. Policy/Guidance
3. Family Engagement
4. Accountability, Data Use and Continuous Quality Assurance Systems
5. Funding
6. State Early Learning Standards/Guidelines
7. Program Standards
8. Allocation of Resources to Support Personnel
9. Coordination of Professional Development Resources
10. EC Personnel Standards, Credentialing, Certification & Licensure Requirements
11. Preservice Education and Personnel Preparation
12. Public Awareness

Three Corner Activity

Thinking about inclusion in early childhood settings (child care, pre-K, preschool, etc.)

1. How could you use these inclusion indicators to promote high-quality inclusion for young children?
2. How could parents use the inclusion indicators to advocate for their own children?
3. What barriers do parents encounter in this area?

Questions?

Young Children & Challenging Behaviors

- "Young children are being expelled from preschool and child care programs at an astonishing rate, often because of challenging behaviors such as aggression, tantrums, and noncompliance." - Zero To Three Foundation

- According to the National Association for the Education of Young Children (NAEYC), each year over 8,700 three and four-year-old children are expelled from their state-funded preschool or prekindergarten classrooms.

Raise Your Hand If You Ever Get Calls about Young Children and….

- Bedtime/Naptime/Sleep Problems?
- Biting, Hitting, Pushing?
- Anger, Frustration, Meltdowns?
- Whining?
- Difficulty with change, transitions?
- Holidays, Running Errands, Going to the Doctor?

Young Children & Challenging Behaviors

- Preschool children are suspended up to three times more than students from kindergarten through 12th grades.
- In 2014, the United States Department of Education released the results of its 2012 Civil Rights Data Collection:
  - Approximately 5,000 preschoolers were suspended at least once in 2012 and of those, nearly 2,500 were suspended a second time.
  - African American children, who comprise only 18 percent of the preschool population, make up nearly half of all preschool suspensions.
  - American Indian and Native Alaskan students represent less than 1% of the student population but up to 3% of suspensions and expulsions.

National Center for Pyramid Model Innovations (NCPMI)

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Promoting the positive social, emotional and behavioral outcomes of young children (birth through five), reducing the use of inappropriate discipline practices, increasing the inclusion and ongoing participation of young children with disabilities in early childhood settings, and the promotion of family engagement.

National Center for Pyramid Model Interventions (NCPMI)

• Let's Talk Webinar Series
  • Early Childhood Suspensions: The Impact on Families
  • Having Conversations about Race, Bias and Equity
  • Let's Talk! Preschool Suspensions: This is What We Know

  https://challengingbehavior.cbcs.usf.edu/Training/Webinar/letstalk.html

Challenging Behaviors & Social-Emotional Development

Related Resources

Making Life Easier
Backpack Connection
Family Articles
Scripted Stories for Social Situations
Teaching Social Emotional Skills
General Resources

https://challengingbehavior.cbcs.usf.edu/Implementation/family.html

Making Life Easier

Making Life Easier

The "Making Life Easier" series is designed specifically for parents and caregivers. This series of tipsheets contains valuable information on how to make often challenging events easier to navigate, and even enjoyable, for both caregivers and children.

Making Life Easier: Bedtime and Naptime

Making Life Easier: Bedtime and Naptime (Chinese)

Making Life Easier: Bedtime and Naptime (Spanish)

Making Life Easier: Diapering

https://challengingbehavior.cbcs.usf.edu/Implementation/family.html

Backpack Connection

Includes handouts in four categories:

- Addressing Behavior
  - Biting, Hitting, Pushing, Whining, Meltdowns and more
- Emotions
  - Anger, Disappointment, Fear, Frustration, Jealousy, Sadness and more
- Routines and Schedules
  - Mornings, Transitions, Planning Activities and Understanding Expectations
- Social Skills
  - Sharing, Trading, Managing Time, Taking Turns and Getting Your Attention Appropriately

Also available in Spanish & Chinese

Are You Ready for….
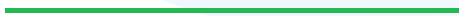
MORE...
information & links

Early Childhood Personnel Center
(ECPC)

Mission is to assist states to develop, implement, and evaluate integrated and comprehensive systems of personnel development (CSPD) for the early childhood workforce so that young children with disabilities and their families receive effective early childhood intervention.

- Resources for Faculty on Coaching, Family Collaboration, Policy, and Professional Development,

- Resources for Administrators on Inclusion, Diversity, EI, Supporting Families, Supervision, Leadership, and Partnerships

- Resources for Families including websites, national organizations; Information on Outcomes, Leadership, Technical Assistance, Parenting and Social-Emotional Development

https://ecpcta.org/resource-shelf-2/

STEM Innovation for Inclusion in Early Education (STEMIE)

- Develop and enhance the knowledge base on engagement in STEM (science, technology, engineering, and mathematics) learning opportunities for young children with disabilities (O-5);
- Implement high-quality technical assistance and professional development to increase engagement for young children with disabilities in STEM opportunities; and
- Engage partners and stakeholders from diverse disciplines and industry in work to increase the inclusion of young children with disabilities in early high-quality STEM learning experiences.

Newly funded in October 2018… Stay Tuned for resources and products!

https://stemie.fpg.unc.edu/

The Center for IDEA Early Childhood Data Systems (DaSy)

- Building Stakeholder Knowledge about Data - A Toolkit for IDEA Part C and Part B 619 Stakeholders
  - https://dasycenter.org/building -stakeholder-knowledge- toolkit/

https://dasycenter.org/

IDEA Data Center (IDC)

- The Story of Data: An Early Childhood Tale
  - https://www.youtube.com/watch?v=a33rDTGfQ7M (English)
  - https://youtu.be/D3k2p4JVq-s (Spanish)

https://ideadata.org/

Quick Check

1. The OSEP-funded Early Childhood TA Centers only work with states, not families.	True or False
2. The DEC Recommended Practices are only useful for professionals.	True or False
3. aRPy Ambassadors cannot be family members.	True or False
4. Suspension, expulsion and challenging behaviors aren't issues for families of young children.	True or False
5. I learned about at least one new resource today that I can use in my work.	True or False

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Questions?

Comments?

Thank you!

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