Tools You Can Use
An Introduction to New and Not-So-New Early Intervention and Early Childhood TA Resources

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

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

<table>
<thead>
<tr>
<th>State</th>
<th>Number served birth through age 2</th>
<th>Number served ages 3 through 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>3,627</td>
<td>7,827</td>
</tr>
<tr>
<td>Arkansas</td>
<td>945</td>
<td>13,736</td>
</tr>
<tr>
<td>Florida</td>
<td>15,616</td>
<td>39,862</td>
</tr>
<tr>
<td>Georgia</td>
<td>9,516</td>
<td>18,833</td>
</tr>
<tr>
<td>Louisiana</td>
<td>5,180</td>
<td>9,885</td>
</tr>
<tr>
<td>Mississippi</td>
<td>2,064</td>
<td>8,400</td>
</tr>
<tr>
<td>North Carolina</td>
<td>10,517</td>
<td>39,899</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>2,624</td>
<td>9,751</td>
</tr>
<tr>
<td>South Carolina</td>
<td>4,952</td>
<td>9,568</td>
</tr>
<tr>
<td>Texas</td>
<td>6,809</td>
<td>13,950</td>
</tr>
<tr>
<td>Tennessee</td>
<td>26,129</td>
<td>49,681</td>
</tr>
<tr>
<td>Virginia</td>
<td>10,115</td>
<td>18,296</td>
</tr>
<tr>
<td>US and Outlying Areas</td>
<td>388,694</td>
<td>773,595</td>
</tr>
</tbody>
</table>


Who Are Parent Centers Serving

<table>
<thead>
<tr>
<th>INDIVIDUAL ASSISTANCE - AGES 0-5</th>
<th>INDIVIDUAL ASSISTANCE - AGES 6-26</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Birth to 3 years</td>
<td>• 6 through 11 years</td>
</tr>
<tr>
<td>• 15,285 (5.88%)</td>
<td>• 100,690 (38.83%)</td>
</tr>
<tr>
<td>• 3 through 5 years</td>
<td>• 12 through 14 years</td>
</tr>
<tr>
<td>• 31,909 (12.28%)</td>
<td>• 52,177 (20.08%)</td>
</tr>
<tr>
<td><strong>47,194 (18.16%)</strong></td>
<td>• 15 through graduation/age out</td>
</tr>
<tr>
<td></td>
<td>• 47,975 (18.46%)</td>
</tr>
<tr>
<td></td>
<td>• Beyond graduation/age out</td>
</tr>
<tr>
<td></td>
<td>• 11,593 (4.46%)</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>ECTA</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://ectacenter.org/">http://ectacenter.org/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEC</th>
<th>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.</th>
</tr>
</thead>
</table>
|      | 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

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

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

Practice Guides for Professionals & Families

Let’s Take A Look at one...

- Environment Practice Guide #6 – Supporting Your Child’s Learning

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

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://ectacent.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp
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

State Indicators

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)

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/Webinarletstalk.html

Challenging Behaviors & Social-Emotional Development

Related Resources:
- Making it Easier
- Family Resources
- Social/Emotional Development
- Teaching Social/Emotional Skills
- General Resources

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

Making Life Easier

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=a3rOTGqQ7M (English)

https://ideadata.org/
Quick Check

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

Comments?

Thank you!

Stephanie Moss
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ECTA TA Specialist
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