

Putting the DEC Recommended Practices to Work in Parent Centers:

Part One

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Learning Objectives

Part 1

- Participants will
 - become familiar with the Division for Early Childhood (DEC)
 - become familiar with the DEC Recommended Practices (RPs)
 - be introduced to the ECTA Center's Suite of Resources that support family and professional use of RPs

Part 2

- Participants will understand how to use the resources in their daily work to support families.

What Is DEC?

- The Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) 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.

What Does DEC do for Families?

- DEC promotes policies and 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 provides guidance on EI/ECSE practices related to better outcomes for young children with disabilities and/or delays, their families, and the professionals who serve them.

What are the DEC Recommended Practices (RPs)?

- A DEC initiative that bridges the gap between research and practice, offering guidance to parents and professionals who work with young children who have or are at risk for developmental delays or disabilities.
- The primary goal of the Recommended Practices (RPs) is to inform and improve the quality of services provided to young children with or at risk of disabilities or delays and their families.
- Practices represent the “essential”, “biggest bang” or highest leverage/impact

Topic Areas Addressed in DEC RPs

There are 66 Recommended Practices organized in 8 topic areas.

- Leadership (14)
- Assessment (11)
- Environment (6)
- Family (10)
- Instruction (13)
- Interaction (5)
- Teaming and Collaboration (5)
- Transition (2)

Role of DEC aRPy Ambassador



What DEC aRPy Ambassadors Do

- **Bring awareness** to the existence of the DEC Recommended Practices and share information about the materials and products that support the implementation of the practices.
- **Collaborate** with local, regional and state entities **to promote awareness and use** of the DEC Recommended Practices **to improve systems, services, and outcomes for young children with or at risk for disabilities and their families.**

Find an Ambassador

aRPy Ambassador Program

ecta Early Childhood Technical Assistance Center
Improving **Systems**, **Practices**, and **Outcomes**

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Practices

- Practice Improvement Tools
- Tools by Type
- Tools by Topic
- Professional Development
- aRPy Ambassadors

/ Practices / Practice Improvement Tools / aRPy Ambassador Program

aRPy Ambassador Program: A Unique Partnership

aRPy Ambassador Program represents a unique partnership between the Early Childhood Technical Assistance Center (ECTA), the [Division for Early Childhood \(DEC\) of the Council for Exceptional Children](#) and the [Region B Parent Technical Assistance Center \(PTAC\) at Parent to Parent of Georgia](#). The aim of the aRPy Ambassador program is to bring awareness and support to the dissemination and use of the DEC Recommended Practices (RPs) and the associated resources and tools. The partners contribute to the processes of selecting, preparing and supporting professionals from across the country who act as aRPy Ambassadors.

- DEC Recommended Practices
- Purpose of an aRPy Ambassador
- Roles and Expectations
- Meet the Ambassadors

Massachusetts Serra Acar University of Massachusetts, Boston	Massachusetts Pat Cameron Family TIES of Massachusetts	Mississippi Leslie Junkin Mississippi Parent Training and Information Center	Montana Sandy Cade Montana Public Department of HHS
Montana Laura McKee Montana Empowerment Center, Inc.	Nevada Lori Ann Malina-Lovell Nevada Part C Coordinator	New Jersey Deepa Srinivasavaradan SPAN	New York Sasha Bueno INCLUDEnc
North Carolina Hannah Bridges Exceptional Children's Assistance Center	North Carolina Holly Lee North Carolina Department of Public Instruction	North Dakota Jodi Webb Pathfinder Services of North Dakota	Ohio Elizabeth Diedrick University of Toledo
Pennsylvania Toni Miguel Early Intervention Technical Assistance	Pennsylvania Jane Stadnik PEAL Center	South Carolina Amy Holbert Family Connection South Carolina	Spain Margarita Cañadas Catholic University of Valencia

Getting Started with the RPs

- The Early Childhood Technical Assistance Center (ECTA) has developed a suite of free resources available to support practitioners, families, and professional development providers in the use of the DEC Recommended Practices.
- Key TA products include:
 - Performance Checklists for practitioners
 - Practice Guides for practitioners
 - Practice Guides for families

Tools to Help You Use the RPs

ecta Early Childhood Technical Assistance Center
Improving Systems, Practices, and Outcomes

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About IDEA Systems Practices Outcomes Events Resources

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aRPy Ambassadors

Practice Improvement Tools: Using the DEC Recommended Practices

The **Practice Improvement Tools** help practitioners implement evidence-based practices. They are based on the **Division for Early Childhood (DEC) Recommended Practices**. These tools and resources guide practitioners 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.

The performance checklists help practitioners improve their skills, plan interventions, and self-evaluate their use of evidence-based practices. Practice guides for practitioners and families explain the practices and how to do them using videos and vignettes. They describe how practitioners will know if practices are working. The tools also include an interactive product selection tool and professional development modules.

- Performance Checklists**
for promoting the use of the RPs and for practitioner self-evaluation
- Listas de verificación**
Performance Checklists in Spanish
- Practice Guides for Practitioners**
in print and mobile formats
- Practice Guides for Families**
in print and mobile formats
- Guías de práctica para las familias**
Practice Guides for Families in Spanish
- aRPy Ambassadors**
find one near you!

Division for Early Childhood Recommended Practices

What are the [DEC Recommended Practices](#)?
Find out in this [quick overview](#)!
The DEC RPs are also [available in Spanish!](#)

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Helping Families Be Full Team Members

Families are full team members when they participate in all aspects of assessment, evaluation, IFSP/IEP planning, and implementation of the plan. This is important because families are the most knowledgeable about child and family life and have much to contribute to child and family interventions. It is important to value and incorporate family input throughout the entire assessment and intervention process. This practice guide includes different things practitioners can do to involve family members meaningfully and actively in assessment, planning, and intervention practices.

Watch a video of this guide

Supporting Families in Active, Meaningful Participation

- Schedule interactions that involve a particular child/family at times and places convenient to the family. This will help the family be more relaxed and willing to participate fully.
- Clearly communicate and demonstrate that family members' input is a valued and a vital part of all assessment, planning, and intervention processes. This is accomplished by asking for family ideas and soliciting their opinions from the very beginning of the assessment process. This helps families recognize their contributions to child growth and learning.
- Providing family members with clear, understandable, and jargon-free information about the purposes of each and every interaction helps them to prepare for and participate in the assessment and intervention process.
- Provide lots of opportunities for family members to discuss openly information that is important to the family. This will help identify and focus on family and child priorities and preferences for assessment and intervention.
- Be sure to use active and reflective listening skills. Remember to listen more than talk during interactions with families. This will encourage families to share information about what would be most helpful for improving child and family functioning.
- The more actively you involve family members in information sharing and informed decision-making, the more likely interactions will include family capacity-building opportunities and consequences.

A Quick Peek

"Is this Mrs. Sears? Hello. My name is Abby Lewis. I'm a teacher with the Early On early intervention program. I understand you called yesterday with some questions and concerns about your son Hal. Is this correct? (Pause). Is this a good time to talk to tell me a little more about those concerns and for us to discuss possible next steps? (Yes). Great. Can you tell me a little bit more about your concerns? (Yes....). Am I hearing you correctly that you are worried about his talking and minding you? (Yes...) If you would like, let's set up a time that I can come to your home for about an hour to see Hal play with some of the things he enjoys and, possibly, for you to show me some of the things that you are concerned about. I can share more information about Early On and what we do. This will also be a time for you to ask questions and for us to talk about Hal and your family that will help us better understand what might be going on right now. (Pause) You are welcome to pick a time and place that works best for you and Hal. What is a good time during the day for you and Hal? Please feel free to invite anyone else you would like for us to meet with. I'm going to put in the mail today a little more information about the program and what an evaluation-and-assessment process is all about. See you next week!"



You'll know the practice is working if...

- Families are actively engaged in conversations with providers
- Families offer suggestions and ideas about activities and strategies to help their child
- Families report feeling valued and respected by other team members

This practice guide is based upon the following *DEC Recommended Practices*: Teaming & Collaboration 1, 2, 3, 5
The DEC Recommended Practices are available at <http://dec-sped.org/recommendedpractices>

Access this practice guide and other products at <http://ectacenter.org/decrp>
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Description of the Practice

Video example of the Practice

Performing the Practice

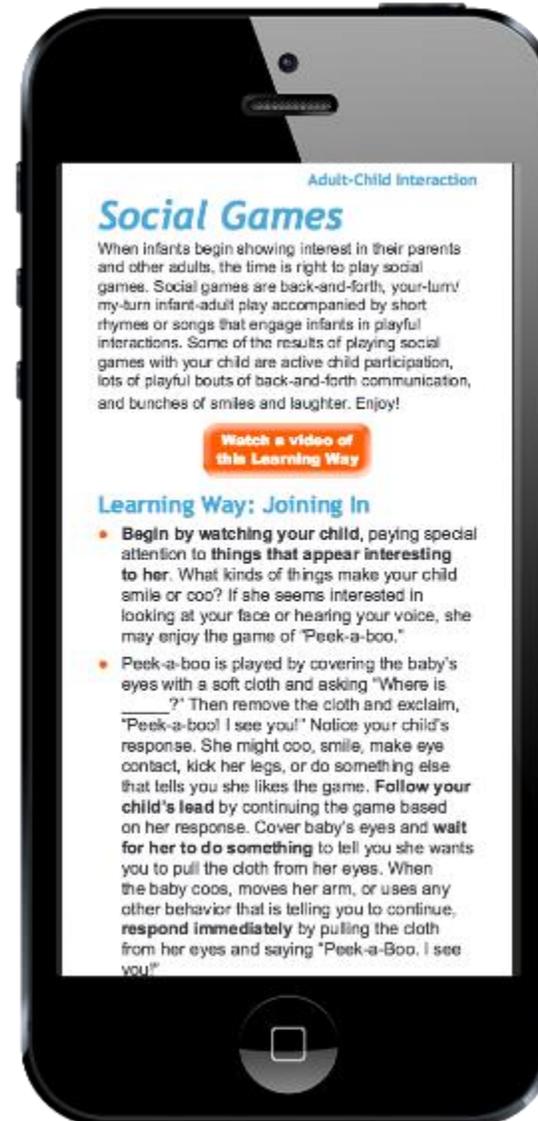
Illustrative vignette

Recognizing success

Tools to
Help
You
Use the
RPs

More Tools to Help You Use the RPs

Mobile Access for Practice Guides





Got Challenges, or Dilemmas?

There's a Recommended Practice
for that!

**Wondering how these resources
support the work of Parent Centers?**

Be sure to watch Part 2.

Resource List

- DEC Recommended Practices (RPs) <https://www.dec-sped.org/dec-recommended-practices>
- DEC aRPy Ambassadors https://ectacenter.org/decrp/arp_ambassadors.asp
- Practice Improvement Tools <http://ectacenter.org/decrp/>
- Performance Checklists <http://ectacenter.org/decrp/type-checklists.asp>
- Practice Guides for Practitioners <http://ectacenter.org/decrp/type-pgpractitioner.asp>
- Practice Guides for Families (English) <http://ectacenter.org/decrp/type-pgfamily.asp>
- Practice Guides for Families (Spanish) <http://ectacenter.org/decrp/type-pgfamily-sp.asp>

Thank you!

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