

Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators

6.1



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Standard 6

Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.



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Component: 6.1

- Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.

Objectives

- Describe a collaborative process involving families to identify intentional evidence-based practices across developmental domains and academic content domains.
- Describe fidelity of implementation strategies to support the delivery of systematic, responsive, and intentional evidence-based practices across developmental and academic content domains.



Evidence-Based Practices (EBPs)

- Two federal laws—the [Every Student Succeeds Act \(ESSA\)](#) and the [Individuals with Disabilities Education Act \(IDEA '04\)](#) mandate use of evidence-based academic and behavioral practices and programs



What Are Evidence-Based Practices (EBPs)?

- Practices that are based on the best available empirical research that documents the practice's efficacy with young children and families; the wisdom and knowledge of the field; and the core guiding values, beliefs, and theoretical approaches of EI/ECSE



EBP Is a Process

- The process for selecting and implementing practices that weigh research evidence; family and professional wisdom and values; and the individual characteristics, strengths, and needs of a child



How Do Families Know if a Practice Is Effective?

- Testimonials
 - As a result of this intervention/instruction, my child is doing better!
 - Anecdotal



How Do Professionals Know if a Practice Is Effective?

- Professional experience
 - I have been using this intervention with the child I am seeing, and he is doing better!
- Anecdotal



How Do Families and Professionals Know if a Practice Is Effective?

- **Empirical (data-based) research**
 - I gathered empirical evidence on the effectiveness of this intervention/instruction
 - The effects were replicated over time



Asking the Right Questions

- What works?
- For whom does it work best?
- Under what conditions?



Knowing Your EBP Resources

- [WWC | Find What Works! \(ed.gov\)](#)
 - Children and Youth with Disabilities
 - Early Childhood Education
- [RPs - DEC Recommended Practices Home | DEC \(dec-sped.org\)](#)
- [ECTA Center: Practices](#)
- The Collaboration for Effective Educator Development, Accountability and Reform ([The CEEDAR Center](#))

Disability-Specific Resources on EBP

- [National Professional Development Center on ASD](#)
- [National Clearinghouse on Autism Evidence and Practice](#)
- [CSEFEL: Center on the Social and Emotional Foundations for Early Learning \(vanderbilt.edu\)](#)



Activity

- Identify an EI/ECSE instruction/intervention method that you are interested in
- Explore the resources we just reviewed to determine what is known about the effectiveness of that practice
- Report out your findings to the group



Evaluating Instructional Practices

Professional
Wisdom

Empirical Evidence

Individual
Experience

Consensus

Scientifically
Based
Research

Empirical
Information



Overarching Evidence-Based Practices in EI/ECSE

- Authentic Assessment
- Environmental Adaptation and Assistive Technology
- Family-Centered Practices



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Overarching Evidence-Based Practices, continued

Instructional Practices

- Child Strength-Based
- Naturalistic
- Embedded
- Systematic



Overarching Evidence-Based Practices, continued

- Interactional Practices
- Teaming and Collaboration Practices
- Transitions



Activity

- A family shares that their son, who has autism, is interested in Legos. How might this shared information help the family and teacher plan for the use of evidence-based practices?
- Identify some specific evidence-based practices that would incorporate this information

Partnering With Families To Select EBPs

- Systematically gather information to develop a deep understanding of family:
 - Uniqueness
 - Culture
 - Circumstances
 - Changing priorities
 - Stressors



Identify Need for Language Accommodations and Resources

- In what language will the evidence-based assessment be conducted? What tools will be used?
- Are instructional materials and instruction provided in the family's primary language?
 - Guides, forms to be used by parents
 - Books and other print materials to be used by children



Gather Information About Child Preferences and Interests

- What are the child's strengths, interests, preferences?
(using preference assessments as needed)
- Using this information to maximize active, engaged learning
- Create opportunities for choices within daily routines



Partnering With Families To Identify Skills That Will:

- Optimize social interactions
- Promote participation in everyday activities and routines at home and in early care/school settings



Explore a Variety of EBP Strategies

- Review with family how EBPs will be implemented at home and school
- Explore how EBPs can best be implemented at home in a way that works for the family, within their unique routines
- Reflect and brainstorm with families about perceived barriers to implementation



With Families, Identify Level of Support the Child Will Need To Succeed

- To access, participate and engage with everyday learning experiences
- Specify adaptations and modifications that will be used by the family and early educators
- Agree on how feedback and prompting approaches will be used across settings

Using Data To Support Family Decisions

- Routine-based interviews
- Functional behavior assessments
- Formal and informal observation across settings
- Cross-disciplinary agreement about family choices for evidence-based intervention/outcome targets



Activity: Gathering Observational Data

On the next slide, watch “[Crystal Moving Around](#)” before discussing the following;

- Crystal’s goal: take 2-3 steps using her walker with each foot flat on the floor, either independently or following a prompt from her parents, five times per session across a month
- What data will you collect? How will you support parents in collecting data?

Activity: Crystal Moving Around



<https://vimeo.com/155919002>

EBP and Fidelity

- Fidelity: Implementation of an EBP as intended by researchers or developers
- Includes adherence, exposure/duration, and quality of delivery
- Improves the chances that positive change will occur
- [IRISCENTER resources: Evidence-Based Practices](#)



Fidelity Monitoring

- Develop an observational checklist based on a breakdown of EBP protocol e.g., least-to-most prompting
- Use developer checklists e.g., [Pyramid Model Practices](#), [Early Start Denver Model](#)
- Use [ECTA Center: Performance Checklists](#) designed to support commonly used EBPs in EI/ECSE

Sam Odom: Monitoring Fidelity

- [Evidence-Based Practices \(Part 2\): Implementing a Practice or Program with Fidelity](#)



Discuss

- What are some methods you might use to monitor your fidelity practice in your work in EI/ECSE?
- What kind of feedback do you have access to regarding your implementation fidelity – colleagues, mentors, instructors, ongoing workshops?
- Video review?



References and Resources

- Buysse, V., Wesley, P. W., Snyder, P., & Winton, P. (2006). Evidence-based practice: What does it really mean for the early childhood field? *Young Exceptional Children*, 9(4), 2-11
- Dunst, C. (2017). [Research Foundations for Evidence-Informed Early Childhood Intervention Performance Checklists](#), *Educational Science*, 7(78), doi:10.3390/educsci7040078
- Odom, S. L., & Wolery, M. (2003A) [Unified Theory of Practice in Early Intervention/Early Childhood Special Education: Evidence-Based Practices](#). *The Journal of Special Education*

Resources and References

- Colorado University of Education | Results Matter
Video Library: <https://www.draccess.org/videolibrary>
- [Iris Center | Evidence-Based Resources](#)



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