EI/ECSE Standard 6
Component 6.3
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:
ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: Curriculum Module | The Early Childhood Personnel Center (ecpcta.org)

Speaker Notes
The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face
1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual
1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 6, Component 6.3:
After participating in this professional learning opportunity, participants will be able to:
- Describe an ongoing and flexible planning process to support interactions, interventions, and instruction addressing developmental domains designed to meet the needs of each child and family.
- Describe the use of embedded instruction, environmental arrangements, and appropriate materials addressing developmental domains designed to meet the needs of each child and family.
- Describe examples of adaptations to use to support interactions, interventions, and instruction addressing developmental domains to meet the needs of each child and their family.
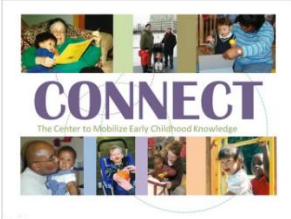
Outline of Session Activities
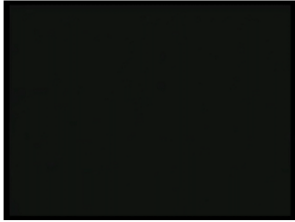
Topic	Slides	Activity
Introduction/Objectives	1-5	
Planning for Interaction and Learning for Children With Delays/Disabilities	6	
Individualized Planning	7	
Embedded Learning Opportunities	8-13	Activity (Slide 10) Video (Slide 11) Activity (Slide 12) Video (Slide 13)
Planning: Determining Need for Specific Curriculum Modifications in Early Care Settings	14	
Environmental Supports	15-22	Activity (Slide 21) Video (Slide 22)
Planning for the Use of Assistive Technology (AT)	23-25	
Materials Adaptation	26	
Activity simplification	27	
Individual interests	28	
Adult support	29	
Peer support	30	
Embedding Peer Interaction Into Every Part of the Day	31-35	Activity (Slide 34) Video (Slide 35)
Video: Sibling Support	36-37	Activity (Slide 36) Video (Slide 37)
Activity: Child Preferences	38-39	Activity (Slide 37) Video (Slide 38)
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Speaker Notes with Slides

Slide 1	**Using Responsive and Reciprocal Interactions, Interventions, and Instruction** Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators 6.3 **E C P C** Early Childhood Personnel Center www.ecpcta.org	
Slide 2	**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. **E C P C** Early Childhood Personnel Center www.ecpcta.org	
Slide 3	**Component 6.3** • Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains and are adapted to meet the needs of every child and their family **E C P C** Early Childhood Personnel Center www.ecpcta.org	
Slide 4	**Objectives** • Describe an ongoing and flexible planning process to support interactions, interventions, and instruction addressing developmental domains designed to meet the needs of each child and family. • Describe the use of embedded instruction, environmental arrangements, and appropriate materials addressing developmental domains designed to meet the needs of each child and family. **E C P C** Early Childhood Personnel Center www.ecpcta.org	

Slide 5	**Objectives, continued** • Describe examples of adaptations to use to support interactions, interventions, and instruction addressing developmental domains to meet the needs of each child and their family **E C P C** Early Childhood Personnel Center www.ecpcta.org	
Slide 6	**Planning for Interaction and Learning for Children With Delays/Disabilities** • Individual child goals and general classroom curriculum are intentionally fused • What changes are needed in the preschool environment and curriculum to ensure full participation? • How will progress be meaningfully monitored? **E C P C** Early Childhood Personnel Center www.ecpcta.org	With a commitment to the full participation of every child, just a little bit of intentionality can make sure that the goals of a child with an IEP can be integrated into the general classroom curriculum. Most of the time, only small changes are needed to make a big impact on child outcomes! Early childhood programs and teachers can systematically plan how to offer a child with a delay or a disability just the right amount of help (e.g., Sandall et al., 2019) to participate and succeed in everyday learning opportunities with peers. Similarly, by creating simple ways of observing and recording data about how a child is progressing, teachers and other EI/ECSE providers, and families can make sure that instruction and intervention strategies are meeting the needs of the child, and identifying exactly how curriculum plans may need to be changed over time.
Slide 7	**Individualized Planning** Ensures that the child's learning environment and experiences are: • Safe • Engaging • Culturally and linguistically relevant • Inclusive of a wide range of learning opportunities • Supported by families **E C P C** Early Childhood Personnel Center www.ecpcta.org	

Slide 8	**Embedded Learning Opportunities** • Short, intentional teaching episodes focused on child objectives and embedded into planned activities and routines in school or with family • Do not require big changes to classroom • Take advantage of child interests • Offers an opportunity to practice new skills across a variety of social contexts	
Slide 9	**Embedded Learning Opportunities: The Basic Steps** • Operationalize the learning objective • Gather baseline data • Create a simple activity matrix to choose an activity • Design the instructional interaction and write it on a planning form • Implement as planned providing clear instructions, **let the child respond**, provide feedback • Record responses/opportunities	*Facilitator may choose to explore the activity matrix at this time by clicking on the link in the slide.* These steps can be used as home as well, supported by the early intervention provider https://ttac.odu.edu/early-childhood/activity-matrix-for-young-children-with-disabilities/
Slide 10	**Embedding Instruction in a Preschool Setting** Watch video "1.16: Routine in a program – reading at circle time" before reflecting on the following questions; • What outcomes were addressed in this routine? • Who was engaged in providing models of the targeted behavior? • What data would you want to record from this teaching episode? • Was the child with an IEP a fully participating member of his peer group in this example?	https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-16/
Slide 11	**Embedding Instruction in a Preschool Setting** CONNECT The Center to Mobilize Early Childhood Knowledge	https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-16/

Slide 12	**Embedding Instruction/Intervention Into Family Routines** https://www.cde.state.co.us/resultsmatter/blakesstory Watch "Blake's Story" on the next slide before discussing the following questions; • Who were the learners in this example? • What outcomes were embedded into this teaching episode? • How might data have been collected for this intervention session? • How might this mother's engagement and learning influence the dosage of this intervention strategy over time? E C P C Early Childhood Personnel Center www.ecptc.org	https://www.cde.state.co.us/resultsmatter/blakesstory
Slide 13	**Video: Blake's Story** E C P C Early Childhood Personnel Center www.ecptc.org	https://www.cde.state.co.us/resultsmatter/blakesstory
Slide 14	**Planning: Determining Need for Specific Curriculum Modifications in Early Care Settings** • Environmental supports • Assistive technology • Materials adaptation • Adult support • Activity simplification • Peer support • Child Preferences E C P C Early Childhood Personnel Center www.ecptc.org	Building Blocks for Teaching Preschool Children with Special Needs, Sandall, S.R., Schwartz, I.S. et al., 2019
Slide 15	**Environmental Supports** • "Altering the physical, social, and temporal environment to promote participation, engagement, and learning" Sandall, S.R., Schwartz, I.S. et al., (2019). E C P C Early Childhood Personnel Center www.ecptc.org	https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning Building Blocks for Teaching Preschool Children with Special Needs, Sandall, S.R., Schwartz, I.S. et al., 2019

Slide 16	**Environmental Supports** **Maximize Access to Activities/Materials** **Based on Individual Needs** • Environmental modifications provide multiple ways for a child to access learning opportunities • Increased access leads to increased participation • Participation provides many opportunities to learn in everyday social contexts **E C P C** Early Childhood Personnel Center www.ecpc.org	https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning
Slide 17	**Inclusive Learning Environments:** • Increase child's level of independence • Work because they do not single out a particular child • Empower the child • Permit teachers to be more efficient with their time **E C P C** Early Childhood Personnel Center www.ecpc.org	https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning
Slide 18	**Strategies for Environmental Support** **Physical Adjustments**: • Changing use of space or arranging furniture • Intentionally managing/adding/rotating materials • Making boundaries easy to see • Adding visual cues to limit the need for verbal directions **E C P C** Early Childhood Personnel Center www.ecpc.org	https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning
Slide 19	**Strategies for Environmental Support** **Social adjustments** to increase independence and participation: • Carefully selecting peer partners, grouping and seating arrangements to promote participation • Choosing preferred material to motivate shared play • Designing activities that promote social interaction **E C P C** Early Childhood Personnel Center www.ecpc.org	

Slide 20	**Strategies for Environmental Support**
	
	Temporal adjustments:
	
	• Adjustments to schedule and time spent on tasks can promote participation of individual children
	  • Individualized activity schedule that builds in time for transitions
	  • Modifying amount of time expected or allowed for activities (e.g., circle time)
	
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Slide 21	**Activity** Watch the video on the following slide then answer these questions; • Which type of environmental supports did you see used here (physical, social, temporal?) • Did these strategies support his full participation in the activity? • How so? ECPC Early Childhood Personnel Center www.ecpts.org	https://www.youtube.com/watch?app=desktop&v=cPofHKsClBI&list=PLRFbj7RcOrU1eg1is9nWt-MVxz2vyg5ZQ&index=15
Slide 22	**Activity** Supporting full participation during block play ECPC Early Childhood Personnel Center www.ecpts.org	https://www.youtube.com/watch?app=desktop&v=cPofHKsClBI&list=PLRFbj7RcOrU1eg1is9nWt-MVxz2vyg5ZQ&index=15

Slide 23	**Planning for the Use of Assistive Technology (AT)**
	• Planning in the context of all learning environments should include the use of:
	  • Ecological assessments
	  • AT assessments
	  • Family-provided information
	• Should address the question, "how can this child participate independently?"
	
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Slide 24	**Levels of Assistive Technology** | Technical Level	Purpose	Examples
LOW	Increase access to materials and activities	Page turners, slant boards, communication boards, visual schedules
MID	Provide choice, offer access to learning and social opportunities	Adapted toys, single/multiple message devices, software, touchscreens
HIGH	Provide vehicle for language through alternative speaking methods	Augmentative and alternative communication systems | E C P C Early Childhood Personnel Center www.ecpcta.org	

Slide 25	**Adaptive Equipment and Assistive Technology**
	• A range of adaptive solutions that optimize a child's access to activities and participation across contexts and routines
	• Examples
	  • Ramps for wheelchair access to play centers
	  • Wagons for transitions with the group when not practicing walking
	  • Bolsters and footrests to stabilize children at activity tables
	  • Beanbag/cube chairs
	  • Adaptive handles and scissors
	
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Slide 26	**Materials Adaptation** • **Change placement** to maximize child access • **Stabilize**: Velcro, tape, nonskid surfaces • **Modify** to enhance participation (e.g., glue Styrofoam between pages of a book to make it easier to turn) • **Create** bold and simplified visual materials to attract and engage E C P C Early Childhood Personnel Center www.ecpcta.org	See: Sandall, S.R., Schwartz, I.S., Joseph, G.E., Gavreau (2019): Building Blocks for Teaching Preschoolers with Special Needs, 3rd Edition, Brooks
Slide 27	**Activity Simplification** • Break the activity down into smaller elements (e.g., provide one or several blocks at a time) • Reduce or change the order of required steps in an activity • Support children to move through an activity and have them complete the last step alone • Gradually fade support throughout earlier steps E C P C Early Childhood Personnel Center www.ecpcta.org	
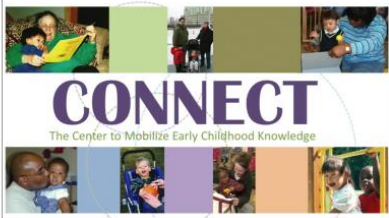
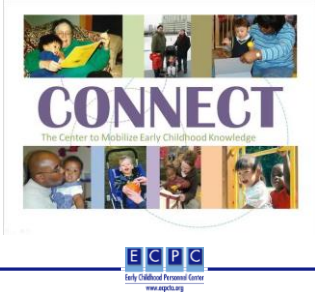|		
Slide 28	**Individual Interests** • Identify child preferences to plan activities for the whole group • Choose activities that include child strength areas • Include plans for peer support and shared enjoyment • Plan for predictable access to preferred objects and activities to support self-regulation ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 29	**Adult Support Strategies** • Join the child in play • Offer just the right amount of help • Highlight successes using descriptive praise • Slow down the pace when needed • Support peer interaction • Provide narrative comments • Provide modeling and expansions of play/social communication ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 30	**Peer Support** • Children often acquire new skills more effectively from peers than from adults/professionals • Hard-wired to learn in the context of social interaction with peers ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 31	**Embedding Peer Interaction Into Every Part of the Day** • Creating a culture in which children support each other creates trusting relationships, friendships, and a caring classroom community ECPC Early Childhood Personnel Center www.ecpcta.org	

Slide 32	**Select Supportive Peers When Planning Instruction/Intervention** • Consider the match between children in terms of complementary strengths and interests • Does the child want to help? • Generally, is the child patient, empathic, talkative, flexible, enthusiastic? • Use a period of observation to make your selection ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 33	**Peer Partners** Can be planned in advance to: • Encourage • Model • Help when needed • Share delight • Children with disabilities who share experiences with peers gain access to group membership, relevant behavior models, and positive learning experiences! ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 34	**Peer Support at Preschool** Video 1.10: Routine in a program- water play	Connect Modules (deesped.org) Watch the video on the next slide before discussing the following questions; • How did the teacher support the peer? • Did the child enjoy being invited into this activity? • As a teacher/provider, might you have done anything differently in this example? ECPC Early Childhood Personnel Center www.ecpcta.org	https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-10/
Slide 35	**Video: Water Play** CONNECT The Center to Mobilize Early Childhood Knowledge ECPC Early Childhood Personnel Center www.ecpcta.org	https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-10/ https://vimeo.com/297451494

Slide 36	**Sibling Support** Video 1.13: Routine in the community- playing at a park	Connect Modules (dec-sped.org) Watch the video on the next slide before discussing the following questions; • How did this sibling enrich her brothers learning during this outing? • What might you want to hold in mind for a sibling of a child with a disability? **E C P C** Early Childhood Personnel Center www.ecpcta.org	*Facilitator can highlight the value of the sibling's support in terms of encouragement, support, and modeling and celebrate the warm connection they see in this example.* This sister really seems to support this child's sense of security and competence in the playground. Support discussion that his sister is a child may be giving up some of her own ideas about how she would like to play at the playground if she were there alone with her mother. How can providers support the needs of siblings when making plans for learning opportunities? https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-13/
Slide 37	**Video: Sibling Support**	https://vimeo.com/297451508 https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-13/
Slide 38	**Activity** Video 1.17: Routine in a program – playing red light green light	Connect Modules (dec-sped.org) Watch the video on the next slide before discussing the following questions; • How did these teachers bring in child preferences, peer support, and use environmental arrangements to support participation and learning? **E C P C** Early Childhood Personnel Center www.ecpcta.org	Assign partners to view the link together and report out. https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-17/

Slide 39	**Playing Red Light Green Light** **CONNECT** The Center to Mobilize Early Childhood Knowledge **E C P C** Early Childhood Personnel Center www.ecpcta.org	https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-17/
Slide 40	**References and Resources** • Sandall, S.R., Schwartz, I.S., Joseph, G.E., Gavreau (2019): Building Blocks for Teaching Preschoolers with Special Needs, 3rd Edition, Brooks • Connect Modules and the Division for Early Childhood (DEC) • The National Center on Quality Teaching and Learning: Highly Individualized Teaching and Learning • Activity Matrix for Young Children with Disabilities (odu.edu) **E C P C** Early Childhood Personnel Center www.ecpcta.org	https://connectmodules.dec-sped.org/ https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning https://ttac.odu.edu/early-childhood/activity-matrix-for-young-children-with-disabilities/