DEC RECOMMENDED PRACTICE:

You’ll Know It When You See It!
Presented to the KDEC Annual Conference 2018
Wichita, KS
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Who or What is aRPy?
Hello Kansas!
I'm aRPy!

PURPOSE OF THIS SESSION

Even though the 2014 revisions to DEC Recommended Practices (RPs) are now available for download on the DEC website (free), many practitioners report a lack of working knowledge/understanding of the RPs or their purpose. Participants will use a new tool, the DEC RPs with Examples, to become familiar with topic areas and specific practices, first through examples embedded in the RPs, and then through examples gleaned from their practices and those of other participants.

PARTICIPANT OUTCOMES

• Become familiar with the guiding parameters of the 2014 DEC RPs.
• Know which practitioners are expected to exhibit knowledge and skills related to the DEC RPs.
• Identify the eight topic areas addressed by the DEC RPs and review embedded examples.
• Be able to provide examples in your own practice that exemplify specific RPs in at least two topic areas.
What are the DEC Recommended Practices (RPs)?

The DEC RPs identify those practices specifically known to promote positive outcomes for young children who have or are at risk for developmental delays/disabilities and to support their families in accordance with the DEC/NAEYC (2009) position statement on early childhood inclusion.

Brief History of the DEC RPs

- 1996 Odom & McLean book extended the concepts underlying the Recommended Practices
- 1998 DEC received funding from U.S. Dept. of Education to conduct literature reviews, field tests, focus groups to validate a set of practices intended to inform teachers, family members, administrators and higher education faculty
- 2000 DEC Recommended Practices in Early Intervention/Early Childhood Special Education was published
- 2002 saw a series of articles on quantitative and qualitative methods for identifying DEC Recommended Practices published in peer reviewed journals

Brief History of the DEC RPs, Continued

Multiple companion publications accompanied the 2000 DEC Recommended Practices:
- (2002). Personnel preparation in early childhood special education: Implementing the DEC recommended practices
- (2005). DEC recommended practices: A comprehensive guide for practical application

History Continued

The 2000 DEC recommended practices were organized by direct services and indirect supports.
- Direct Services Strands included
  - Assessment – 46 practices
  - Child-Focused Interventions- 27 practices
  - Family-Based Practices – 17 practices
  - Interdisciplinary Models – 19 practices
  - Technology Applications – 22 practices
  - Indirect Supports Strands included
  - Policy, Procedures, and Systems Change – 43 practices
  - Personnel Preparation – 66 practices

Barriers to Implementation of DEC Recommended Practices

- Number of practices
- Number (and cost) of the practices publication and companion books
- Limited access to professional development, training and technical assistance on how to implement the Recommended Practices, primarily marketed to DEC members (through journals, monographs, conferences)
- Difficulty in translating knowledge of practices to those with the responsibility for educating infants and young children
- Lack of comprehensive synthesis of evidence supporting knowledge base
- Lack of support for the systems change needed for implementation
In 2012, DEC created Recommended Practices Commission to lead revision efforts and create plans for continuous updating of the practices. Dr. Pat Snyder describes the process of synthesizing evidence for existing and new practices. [http://www.dec-sped.org/videos](http://www.dec-sped.org/videos)

**GUIDING PARAMETERS FOR DEVELOPMENT OF 2014 REVISIONS TO THE DEC RPS**

Recommended Practices
- “Are those with the highest expected leverage and impact on outcomes
- Are supported by research, values, and experience
- Represent the breadth of the topic area
- Are observable
- Are not disability-specific
- Can be delivered in all settings including natural/inclusive environments”

DEC (2016), p. 4

**PURPOSE OF DEC RPS**

- “Provide guidance for practitioners and families about the most effective ways to work with very young children birth to five who have (or are at risk of) developmental delays or disabilities.
- Based on the best available evidence as well as the wisdom and experience of the field.
- Bridge the gap between research and practice by identifying those practices that result in better outcomes for infants and young children with disabilities, their families, and the personnel who serve them.
- Support the access and participation of all children in natural environments and inclusive settings, consistent with the DEC/NAEYC joint position statement on inclusion (2009).”

DEC (2016), p. 4

**HOW DO THE DEC RPS ALIGN WITH DAP?**

“Recommended Practices should build on, but not duplicate, standards for typical early childhood settings such as the NAEYC Developmentally Appropriate Practices.”

DEC (2016), p. 4

**WHAT CHANGED IN THE 2014 REVISIONS TO THE DEC RECOMMENDED PRACTICES?**

DEC RECOMMENDED PRACTICES 2014

http://www.dec-sped.org/videos

**2014 RPS TOPIC AREAS**

- Leadership – 14 practices
- Assessment – 11 practices
- Environment – 6 practices
- Family – 10 practices
- Instruction – 13 practices
- Interaction – 5 practices
- Teaming and Collaboration – 5 practices
- Transition – 2 practices
WHO NEEDS TO KNOW AND USE THE DEC RPS!

- "The definition of young children who have or are at risk for developmental delays/disabilities is not limited to children eligible for services under IDEA.
- We define practitioners as those who are responsible for and paid to enhance the optimal development of young children who have or are at risk for developmental delays/disabilities. This includes providing care, education, or therapy to the child as well as support to the child’s family.
- We define leaders as those in positions of leadership or authority in providing services to all young children who have or are at risk for developmental delays/disabilities and their families."

DEC (2016), pp 4-5.

DEC ASSUMPTIONS ABOUT PROFESSIONAL USE

Those who implement the recommended practices...

- "Have foundational knowledge of developmentally appropriate early childhood practices.
- Have a basic understanding of relevant professional, legal, and regulatory guidelines for serving every child.
- Act in accordance with the principles of the DEC Code of Ethics and in accordance with the principles of access and participation as described in the DEC/NAEYC (2009) position statement on inclusion.
- Engage in ongoing professional development to increase their knowledge, skills, and dispositions for implementing the Recommended Practices as intended."

DEC (2016), p 4

DEC RPS WERE ALSO REVISED WITH FAMILIES IN MIND

http://www.dec-sped.org/videos

LET’S EXPLORE THE 2014 DEC RPS!

http://www.dec-sped.org/dec-recommended-practices

SMALL GROUP ACTIVITY

Objective: Using handouts provided, review the RPs for your assigned topic area and identify additional examples from your own practice.
1. Choose a recorder.
2. Read the introduction.
3. For each practice, read the description and then the examples of the practice provided.
4. For clarification on any of the terms used, consult the DEC Interactive Glossary.
5. Share an example from your practice that exemplifies each of the RPs in your topic area.
6. Assist the recorder in documenting your examples on handout provided.

REFLECTION

- How well do you think the RPs cover your topic area? Was there anything you thought should have been included?
- How well do you think the RPs in your topic area address infants, toddlers, and preschoolers?
- Which DEC recommended practices were easiest for you to identify in your own practice examples? Which were the most difficult for you to describe in your own practice?
- How do you think this process would work to assist your team in reviewing the content of the 2014 RPs? What would you do differently?
Once you have a basic understanding of the scope and content of the new DEC RPs, you’re ready to find the ECTA Center and aRPy’s tools and products to support implementation of the practices.

NEXT STEP: PLANNING FOR IMPLEMENTATION

Environmental Arrangements Checklist

The ECTA Center has created a checklist of environmental arrangements and activities for physical activity and movement.

1. Outdoor spaces are arranged to maintain or improve child physical activity using environmental arrangements and active child play opportunities as part of everyday learning.
2. There are ample amounts of play materials for active child play and movement.
3. Ample amounts of physical activity and movement encourages crawling, climbing, or other physical activity and movement.
4. Outdoor equipment is available adapted as necessary that encourages participation in active child play and movement.
5. Indoor play area includes ample space for active child play and movement.
6. Space for running and other physical activity is available with environmental arrangements.
7. The checklist items include a number of different characteristics you were able to use to promote child exercise and physical activities.

Adult-Child Interaction Checklist

The DEC Recommended Practices are available at http://www.dec-sped.org/recommendedpractices

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THINK ABOUT...

...how the Performance Checklists can support you and your team in developing a deeper understanding of the recommended practices within each topic area?

...how the Performance Checklists can be useful to families? Administrators? Higher education faculty? Others?

WRAP-UP

In this session, the goal was for participants to

• Become familiar with the guiding parameters of the 2014 DEC RPs.
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IN THE NEXT SESSION: aRPy’s Online Tools for Self-Assessment, Reflection, and Implementation

Participants will:

• Locate and review Performance Checklists created for RP topic areas.
• Locate and identify at least one matching Practice Guide for a selected Performance Checklist.
• Use matching Performance Checklist and Practitioner or Family Guide to test your knowledge of how RPs are embedded into everyday routines and activities using aRy’s online Pop Quiz videos.
• Create action plan for implementing self-assessment checklists and sharing practice guides to promote RPs in everyday interactions with children and families.

MORE PRODUCTS AND TOOLS ARE IN DEVELOPMENT!

• Subscribe to aRP4R News! on the aRPy page of the KDEC website or https://mailchi.mp/f44de8be4d9e/introducing-pr4rp-news

MAKE A PLAN FOR USING RPS TO IMPROVE YOUR PRACTICES

Context: What are you trying to improve or what problem are you trying to solve? Is it practitioner, child, or family skills or behaviors that you want to change?

Selecting Practices: What is the main content or topic? Select the related RP.

Identifying Products: What products might help you address your primary need? Identify the related performance checklist(s) and practitioner or family practice guide(s).

Use of products: How might you use the products? Who else needs to know about the products in order to support your plan?

Measuring Change: How will you know if you have been successful in improving practice?

QUESTIONS!

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REFERENCES


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