DEC RECOMMENDED PRACTICES: aRPY’S ONLINE TOOLS FOR SELF-ASSESSMENT, REFLECTION, AND IMPLEMENTATION

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AN ASSUMPTION OF THIS SESSION

This session assumes participants have a working knowledge of the 2014 DEC Recommended Practices. If you did not attend the previous session, DEC Recommended Practice: You’ll Know It When You See It, you can download handouts from the KDEC website. One of the resources we explored is the DEC RPs with Embedded Examples http://www.dec-sped.org/dec-recommended-practices.

Who or What is aRPy?

Hello Kansas!
I’m aRPy!

Let’s get acquainted!

Where do you work?
What is your role?
Or, who do you represent?

How familiar are you with the DEC Recommended Practices...the RPs?

- Huh?
- Somewhat
- Reasonably
- Very familiar
PURPOSE OF THIS SESSION

- This past year, the DEC aRPy Ambassadors have been working with the ECTA Center to review, field test, and provide feedback on professional development tools created to demonstrate the relevance and application of the DEC Recommended Practices (RPs) to our everyday interactions with children and families.
- We will learn how Performance Checklists can be used to self-assess demonstration of skills subsets, and corresponding Practice Guides can be used to illustrate specific practices for practitioners and families.

PARTICIPANT OUTCOMES

- 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.

FOCUS OF THIS SESSION

- Performance Checklists for Practitioners
- Practice Guides for Practitioners and Families
- aRPy’s Pop Quizzes
  (With a sneak peak at RPMs)
PERFORMANCE CHECKLISTS

To assist practitioners in learning and self-assessing their use of the practices, the RPs were broken down into 3-5 skills subsets for each topic area. Performance checklists were created for each subset. View the checklist descriptions to the right to help you decide which checklist to explore within a topic area.

EXAMPLE OF A PERFORMANCE CHECKLIST

Each checklist is formatted in the same way for consistency across topic areas.

PRACTICE GUIDES

To illustrate specific practices identified in the Performance Checklists, one-page Practice Guides were developed for practitioners and families. The Guides are formatted for printing or viewing on mobile devices. Each one includes a short video example, implementation steps, a vignette, outcomes, and additional resources. The family guides are also being translated to Spanish.
ARPY’S POP QUIZ!

ARPy’s POP Quiz! feature tests your knowledge of how recommended practices can be embedded into everyday routines and activities with infants, toddlers, and preschoolers. After watching and responding to the brief video example, you will be directed to a Performance Checklist and Practitioner or Family Guide linked to the practice you just observed.

LET’S EXPLORE!

- I do
- We do
- You do

TIME FOR AN ARPY POP QUIZ!

HTTP://ECTACENTER.ORG/DECRP/ARPY-POP-QUIZ.ASP

Step 1: Select a topic area that fits with your improvement goals.
Step 2: Select a Practice Guide. Review Guide before taking Quizzes.
Step 3: Take the Quizzes under the Practice Guide. After each Quiz, refer to the corresponding Performance Checklist to identify examples of practices observed in the videos. Check all that apply.
Step 4. Refer to the bottom of the Practice Guide for tips on how to tell when the practice is working. Explore additional online resources provided.

TIME FOR AN ARPY POP QUIZ! DEMO

Step 1: Interactions
Step 2: Peer Social Interactions Practitioner Practice Guide.
Step 3: Take the Quizzes under the Practice Guide. After each Quiz, refer to the Child-Child Interaction Performance Checklist to identify examples of practices observed in the videos. Check all that apply.
Step 4. Refer to the bottom of the Practice Guide for tips on how to tell when the practice is working. Explore additional online resources provided.

REFLECTION

- What did you like about the Practice Guides? What would you change or add?
- How did you do on the Quizzes? What generated discussion?
- Compare Checklists. Where did you agree? Disagree?
REFLECTION

How does your checklist compare to mine?

YOUR TURN: SMALL GROUP ACTIVITY

REFLECTION

• What did you like about the Practice Guides? What would you change or add?
• How did you do on the Quizzes? What generated discussion?
• Compare Checklists. Where did you agree? Disagree?

WRAP-UP

In this session, the goal was for participants to

• 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 Alfy’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.

Newly Released: The First Recommended Practice Modules

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Plan: Learners will consider why there is a need to focus on the RP and will acquire and apply knowledge on the RP via self-guided interactive activities. Experts and others in the field share common challenges associated with implementing the RP and strategies for implementing it effectively.

- Setting the Stage – Identify the challenge(s) (5 minutes)
- Lesson 1: Ask the Expert (10 minutes)
- Lesson 2: Gathering Information (15 minutes)
- Lesson 3: Taking Action (15 minutes)
- Lesson 4: Voices from the Field (10 minutes)

Do: Learners will have the opportunity to tie it all together in a scenario-based interactive activity. In addition, the learner will have opportunities to try out the practice in their own classroom, practicum placements, or through role-playing activities.

- Sit down next to Sarah, help her choose a puzzle, and you then work with her to name the shapes and colors.
- Ask Sarah if she would like to come with you to the dramatic play center, when she nods, you take her hand and guide her there.
- Remind Sarah that she can choose any center and that dramatic play still has space for one more child, you watch to make sure she chooses a peer.

Do: Performance Checklists for promoting use of the RP and for practitioner self-evaluation.

Study: Learners are introduced to tools and strategies that help them know if a change is an improvement. The importance of evaluation and strategies for doing it well are also addressed.

Study:

Act: Learners consider what changes they can make that will result in an improvement in their own practice. An Action Plan helps learners make changes to their practice and apply what they’ve learned in everyday practitioner settings.

Act:

Completed RPMS can be found at http://rpm.fpg.unc.edu/welcome

- Module 1: Interaction
- Module 2: Transition
- Module 3: Environment
- Module 4: Teaming and Collaboration
- Module 5: Family

More products and tools are in development!

- Subscribe to PR4RP News! on the aRPy page of the KDEC website or https://mailchi.mp/f44de8be4df9e/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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