EI/ECSE Standard 6
Component 6.7
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 6.7:
After participating in this professional learning opportunity, participants will be able to:
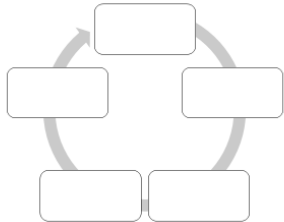- Describe a planning process that uses multiple sources of data across a range of natural environments and inclusive settings to identify adaptations and improvements to interactions, interventions, and instruction.
- Identify data collection methods and systems to use during interactions, interventions, and instruction to document, monitor and improve child progress.

Outline of Session Activities

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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 6.7 **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 6.7** Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings. **E C P C** Early Childhood Personnel Center www.ecpcta.org	
Slide 4	**Objectives** • Describe a planning process that uses multiple sources of data across a range of natural environments and inclusive settings to identify adaptations and improvements to interactions, interventions, and instruction. • Identify data collection methods and systems to use during interactions, interventions, and instruction to document, monitor and improve child progress. **E C P C** Early Childhood Personnel Center www.ecpcta.org	

Slide 5	**Using Data to Implement Responsive Interventions and Instruction Across Learning Environments** • How do EI/ECSE providers decide how to implement evidence-based practices to children in the context of everyday learning opportunities? • Use data from multiple sources (formal and informal) to inform plans/modifications needed to promote positive outcomes E C P C Early Childhood Personnel Center www.ecpc.org	*Facilitator will ask the question (first bullet) and support discussion. After the group provides their answers, click again, and talk about the need to gather data from multiple sources using a variety of formal and informal methods to inform a systematic approach to planning for child and family outcomes.* This is most effectively accomplished through the use of a data-driven decision cycle (i.e., plan, implement, assess, and revise)
Slide 6	**Data-Driven Practice** • Effective practices always include the use of systematic data collection to inform planning, intervention, and progress monitoring to support full participation and positive interactions E C P C Early Childhood Personnel Center www.ecpc.org	**Data-based Practice** is essential to support positive change Effective practices use systematic data collection on child progress in order to track child progress Data are also collected to examine the success of the intervention program as a whole
Slide 7	**Data Based Decision Making** E C P C Early Childhood Personnel Center www.ecpc.org	The image shows five rectangles connected by a continuous arrow: the top rectangle is labeled "gathering information", the next is labeled "documenting", the next rectangle which is on the bottom right is called "analyzing". The next rectangle is to the left on the bottom of the circle which is "planning" and the final rectangle, which connects to the first at the end of the circle, is called "Implementing". Best-practice methods use Data Based Decision Making, which ensure that data is continually gathered and documented in a transparent, secure and collaborative manner – is analyzed using an operationalized and objective approach, and used for ongoing planning and intervention implementation. Data continuously informs what aspects of planning and implementation needs to be

		modified or improved, and documents progress at the each level: of the child/family, program, and service provision systems.

Slide 8	**Measuring Elements of Interaction**
	
	• Children with delays/disabilities often use subtle or idiosyncratic cues to initiate interactions and demonstrate their preferences
	• Adults need to gather data about how children show their desire to interact or to express preferences
	   • Eye gaze, head turns, facial expressions
	   • Sounds, gestures, or words
	   • Challenging behaviors	

Slide 9	**Measuring Interaction** • Challenging behaviors may emerge from failed attempts to interact or express preferences • Teachers support interaction goals by helping peers understand the way a child with disabilities asks to join play or indicates preferences • Teachers and families can scaffold increasingly effective communication behaviors over time based on ongoing data	
Slide 10	**Methods of Measuring Interaction** • Family interviews – how does the child initiate/respond to interactional bids at home with parents, peers? How does the child express preferences? • Functional Behavior Assessments – using observational assessments to determine the purpose of challenging behaviors	

Slide 11	**Assistive Technology (AT) Assessments**
	
	Working with families, use systematic and ongoing assessment to plan and monitor the need for AT to ensure full access to participation and interaction
	Sample tools and resources:
	   • Quality Indicators for Assistive Technology (QIAT)
	   • Student, Environments, Tasks and Tools (SETT) Framework
	   • Center of Technology and Disability:
	     https://www.ctdinstitute.org
		https://www.ctdinstitute.org
		Peck, N.F. & Neeper, L.S. (2020). Assessment and assistive technology: providing support for early childhood teams. In: *Assessment: Recommended Practices for Young Children and Families*, DEC Recommended Practices Monograph Series, No. 7.

Slide 12	**Environmental Assessments to Support Social Interaction Goals: A Sample** **Environmental Rating Scales (ERS-3)** • ITERS-3: Infants and Toddlers. ECERS-3: Preschool, FCCERS-3: Family Child Care Provider **Classroom Assessment Scoring System (CLASS)** • Early childhood, K-12 **Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)** • Assess and monitor quality of parent-child interactions from 10-47 months E C P C Early Childhood Personnel Center www.ecptc.org	
Slide 13	**Using Data to Identify and Monitor Priority Learning Targets (PLTs)** • Record child behaviors and functional competencies that occur naturally across daily activities and routines • This process helps to identify priority learning targets (PLTs) to inform embedded instruction and progress monitoring E C P C Early Childhood Personnel Center www.ecptc.org	Bishop, C., Shannon, D., Harrington, J. (2020). Progress monitoring within the embedded instruction approach: collecting, sharing and interpreting data to inform instruction. In: *Assessment: Recommended Practices for Young Children and Families*, Division for Early Childhood (DEC) Recommended Practices Monograph Series, No. 7.
Slide 14	**Priority Learning Targets (PLTs)** • A PLT is a behavioral objective that describes an observable, measurable, and developmentally proximal skill that the family and teacher want to support (Bishop et al., 2020) E C P C Early Childhood Personnel Center www.ecptc.org	Bishop, C., Shannon, D., Harrington, J. (2020). Progress monitoring within the embedded instruction approach: collecting, sharing, and interpreting data to inform instruction. In: *Assessment: Recommended Practices for Young Children and Families*, Division for Early Childhood (DEC) Recommended Practices Monograph Series, No. 7.
Slide 15	**Using PLTs to Support Child Outcomes in the Early Childhood Classroom** • Clear statement of functional behavior child will learn • Conditions under which the child will demonstrate skills (e.g., independently, following a model, with familiar adults and peers) • Activities within which the child will use the functional behavior • Criterion for determining when the functional behavior has been acquired • Aligned with curriculum and IEP goals E C P C Early Childhood Personnel Center www.ecptc.org	Bishop, C., Shannon, D., Harrington, J. (2020). Progress monitoring within the embedded instruction approach: collecting, sharing and interpreting data to inform instruction. In: *Assessment: Recommended Practices for Young Children and Families*, Division for Early Childhood (DEC) Recommended Practices Monograph Series, No. 7.

Slide 16	**Informal Data Collection** • Informal data collection using teacher or provider-created forms, or other dedicated data collection tools: • https://connectmodules.dec-sped.org/connect-modules/resources/handouts/connect-handout-1-14/ • Use data about frequency, duration, rate, accuracy, and level of support as appropriate to the goal • May target: social initiations, requests, turn-taking, cooperation, waiting in line, etc. ECPC	https://connectmodules.dec-sped.org/connect-modules/resources/handouts/connect-handout-1-14/ Observation Form (stackpathdns.com) https://341904-1061228-raikfcquaxqncofqfm.stackpathdns.com/wp-content/uploads/2018/11/CONNECT-Handout-1-14.pdf
Slide 17	**Preparing for Progress Monitoring** • What data will be collected? (specific definition of PLT so that everyone agrees on target) • How will it be collected? (e.g., matrix forms for school, home) • When and how often will it be collected? (e.g., during free play, 3 times a week) • Who will collect the data? (e.g., teacher, EI/ECSE provider, family members) ECPC	Bishop, C., Shannon, D., Harrington, J. (2020). Progress monitoring within the embedded instruction approach: collecting, sharing and interpreting data to inform instruction. In: *Assessment: Recommended Practices for Young Children and Families*, Division for Early Childhood (DEC) Recommended Practices Monograph Series, No. 7.
Slide 18	**Making Data-Informed Decisions** Regularly summarizing data to: • Evaluate the success of embedded instruction • Make plans to modify instruction by changing the level of support (taper, increase) • Make plans to modify materials or procedures as patterns are identified • Revise or create new PLTs ECPC	Bishop, C., Shannon, D., Harrington, J. (2020). Progress monitoring within the embedded instruction approach: collecting, sharing and interpreting data to inform instruction. In: *Assessment: Recommended Practices for Young Children and Families*, Division for Early Childhood (DEC) Recommended Practices Monograph Series, No. 7.
Slide 19	**Activity** Watch "Cody Plays with Glue" on the next slide, then continue to the following slide for discussion questions • Cody will consistently initiate (with gaze, gestures, sounds, words) at least two positive interactions with peers and/or respond to invitations to interact with peers while playing together during art time so that he increases the amount of interaction he has with peers each day ECPC	Divide participants into groups and let them know that this is one of the goals Cody's family selected for him for the team to work with him on in school – then go to the next slide to display the discussion questions they will need for the breakout activity

Slide 20	**Activity Video: Cody Plays With Glue**	
Slide 21	**Activity: Discussion Questions** • Based on Cody's goal, what behaviors (PLTs) would you like to collect data for during this play routine? Describe them. • How would this data inform your plans to modify this intervention/instruction to enhance Cody's progress? • What strategies might the teacher use to support increased interaction? What data would you collect on how adults support his goals? • How will you monitor his progress towards his goal?	Support discussion about measuring data about PLTs that support social initiations and what that looks like for children with disabilities These subtle behaviors may all count as social initiations, especially to start out with: Eye gaze Positive affect Head turns Gestures like giving or showing Words like "hi!" "here!" "my turn" or "your turn" How might the peer be supported to recognize and respond to these cues? How would they measure: frequency, rate, accuracy, level of adult or peer support used during the observation session? Support discussion around modification of embedded strategies during art play - Like: Supporting the peer to notice Cody's cues "hey, Cody just looked at you and smiled! I wonder if he likes it when you take turns with him?" Putting Cody in charge of some of the materials so that peer needs to ask him to hand him the glue or a block from the block basket

			Keeping different materials in each child's basket so that they need to ask each other to obtain them Prompting turn taking with one set of materials – for example, the glue in this case Inviting both boys to take turns stacking materials on a shared platform. Positioning herself next to Cody on the distal side or in front of both children so that the peer is not constantly looking away from Cody to show her things How will they continue to monitor his progress? Every time he engages with art materials? Once a week? How will they know he is making progress? What criterion would they set to consider the goal fluently learned?
Slide 22		**References and Resources** • Bishop, C., Shannon, D., Harrington, J. (2020). Progress Monitoring Within the Embedded Instruction Approach: Collecting, Sharing and Interpreting Data to Inform Instruction. In: *Assessment: Recommended Practices for Young Children and Families*, Division for Early Childhood (DEC) Recommended Practices Monograph Series, No. 7. • Desired Results Access Project (vimeo.com) E C P C Early Childhood Personnel Center www.ecpc.org	https://vimeo.com/draccess
Slide 23		**References and Resources** • Peck, N.F. & Neeper, L.S. (2020). Assessment and assistive technology: providing support for early childhood teams. In: *Assessment: Recommended Practices for Young Children and Families*, DEC Recommended Practices Monograph Series, No. 7. E C P C Early Childhood Personnel Center www.ecpc.org	