

USING YOUR STORY TO TEACH

Visualize Your Story

ACTIVITY 1: Close your eyes and think about your experiences in early childhood intervention. Give yourself 2 minutes to look through your experiences. Use a timer or just open your eyes when you are ready.

Is there one experience that stands out to you? Maybe when things were going well? When things were going wrong? Focus on one moment in time along your journey.

Picture in your mind what was happening. What did you see? What did you hear? What were you feeling? Who was there with you? What was going well? What could have been done differently? What did you learn from this experience?

Use the template to jot down all of your visualizations:

WHAT DID YOU SEE?	WHAT DID YOU HEAR?	WHAT WERE YOU FEELING?
WHO WAS THERE WITH YOU?	WHERE WERE YOU?	WHEN WAS IT HAPPENING?
WHAT WENT WELL?	WHAT COULD HAVE BEEN DIFFERENT?	WHAT DID YOU LEARN?

ACTIVITY 2: Remember that best practices and standards are already embedded in your stories. Check off one or more of the standards below that relate back to your story. Which one will you focus on when you tell your story? Which standard best conveys the skills, strategies, or guiding principles that are illustrated in your story?

You can check the boxes next to the standards that your story best illustrates.

EI/ECSE Standards

Standard 1: Child Development and Early Learning

Components:

- 1.1 Understand the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.
- 1.2 Apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.
- 1.3 Apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.
- 1.4 Understand characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

Standard 2: Partnering with Families

Components:

- 2.1 Apply knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.
- 2.2 Communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.
- 2.3 Engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

Standard 3: Collaboration and Teaming

Components:

- 3.1** Apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.
- 3.2** Use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.
- 3.3** Partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.

Standard 4: Assessment Procedures

Components:

- 4.1** Understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program
- 4.2** Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.
- 4.3** Analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.
- 4.4** In collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience

Components:

- 5.1** Collaborate with families and other professionals in identifying an evidence based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.
- 5.2** Use knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Components:

- 6.1 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.
- 6.2 Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.
- 6.3 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, which are adapted to meet the needs of each and every child and their family.
- 6.4 Promote young children’s social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.
- 6.5 Identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.
- 6.6 Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.
- 6.7 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.

Standard 7: Professionalism and Ethical Practice

Components:

- 7.1 Engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.
- 7.2 Engage in ongoing reflective practice and access evidence-based information to improve their own practices.
- 7.3 Exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.
- 7.4 Practice within ethical and legal policies and procedures.

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