



Transforming Professional Development Through Recommended Practices Modules: Impacting Outcomes for Professionals

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2018 DEC Annual Conference



Slides Available Here:

Getting to Know You

- Early Childhood Faculty?
- Early Childhood Special Education Faculty?
- Related service providers?
- Local program administrators?
- State program administrators?
- Training and TA staff?
- Families of Children with Disabilities?
- Home visitors?
- Other?





Early Childhood Recommended Practices Modules

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Early Childhood Recommended Practice Modules (RPMs) are free modules developed for early care and education, early intervention, and early childhood special education faculty and professional development providers. The modules support the implementation of the Division for Early Childhood (DEC) Recommended Practices. [Read more](#)

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Goals of Today's Session

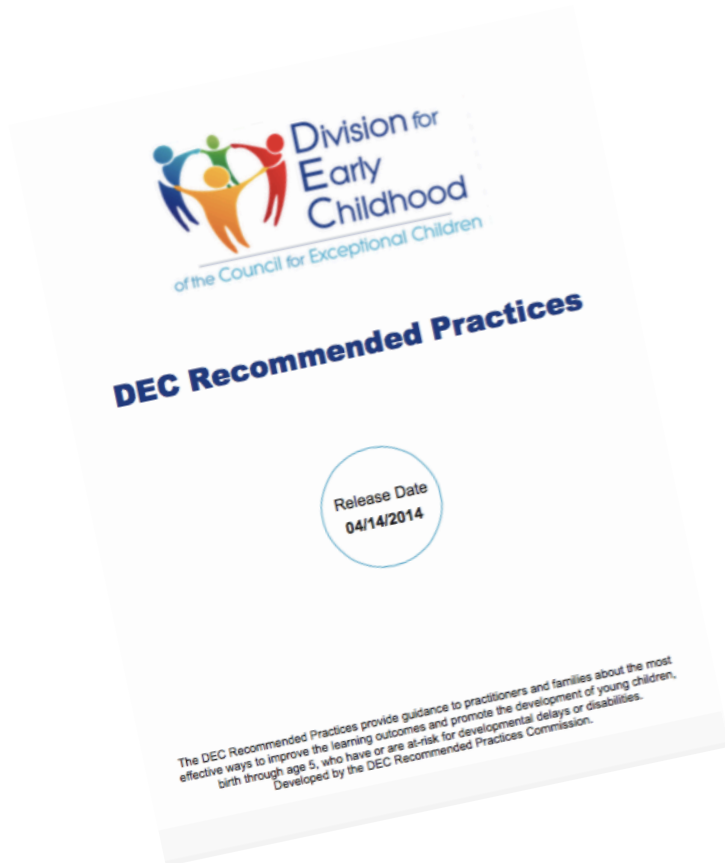
Learn
What are
Recommended
Practices
Modules

Learn How You
Can Use Them

ASK
QUESTIONS



DEC Recommended Practices



8 Topic Areas:

Child-focused

- Instruction
- Assessment
- Interaction
- Environment

Family & System-focused

- Teaming
- Transition
- Family
- Leadership



<http://www.dec-sped.org/recommendedpractices>



  **Division for
Early
Childhood**

Recommended Practices

 *The DEC
Recommended
Practices*

 *DEC RP Glossary*

 *DEC RPs with
Embedded Examples*

 *First 2 Chapters of
DEC RP Monograph
1*

 *Share Information
about the DEC RPs*

 *A Quick Overview of
the DEC RPs*

 *DEC RPs with
Interactive Glossary*

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Early Childhood Recommended Practices Modules

What are the EC RP Modules (RPMs)?

- Supports the implementation of the DEC RPs
- Free online modules
- Accompanying instructor guide

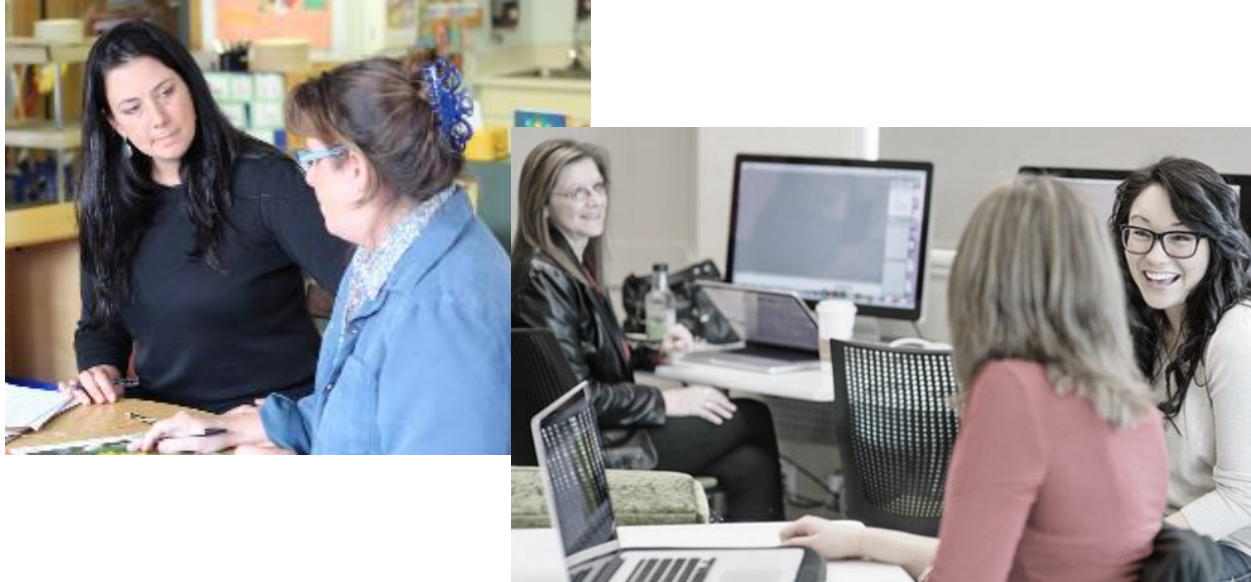


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Early Childhood Recommended Practices Modules

The ULTIMATE goal of RPM is



To make it easier for faculty and PD providers as they support their learners with understanding the DEC RPs.

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Early Childhood Recommended Practices Modules

Available Modules

- Interaction
- Transition
- Environment
- Teaming and Collaboration
- Family
- Instruction
- Assessment



Module Format-PDSA

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.

- **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)

Plan

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 placement, 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 center.

Do

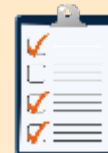
Act: Learners consider what changes they can make that will result in an improvement in their own practice.

An Action Plan helps learners make changes to their practice and apply what they've learned in everyday practitioner settings.

Act

Study

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.



Performance Checklists
for promoting use of the RPs and
for practitioner self-evaluation

Area	Frequency	Score
1. I have a clear understanding of the RP and its purpose.	Always	4
2. I have a clear understanding of the RP and its purpose.	Sometimes	3
3. I have a clear understanding of the RP and its purpose.	Rarely	2
4. I have a clear understanding of the RP and its purpose.	Never	1



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Early Childhood Recommended Practices Modules

Module 1: Interaction

Learning and Improvement
Framework

Plan

Do

Study

Act

References

Acknowledgements

[Home](#) » [Module 1: Interaction](#)

Module 1: Interaction

Welcome to this **Module on Interaction based on the Division for Early Childhood (DEC) Recommended Practices**. This module will help you learn to support children's learning and development through quality adult-child and child-child interactions.

Learning Objectives

Completion of this module will enable you to:

- Explain what is meant by sensitive and responsive interactions to support children's development in language, cognitive and emotional competence.
- Observe, interpret and respond contingently to support children's learning and development in language, cognitive and emotional competence.

Each module developed by the Recommended Practices Module (RPM) project introduces and illustrates the practices grouped in one of the eight topic areas in the Division for Early Childhood (DEC) Recommended Practices. The DEC Recommended Practices were developed to provide guidance about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities.

[Download: DEC Recommended Practices](#)

Module 1 is aligned to the topic area of interaction and focuses on the following recommended practices:

Recommended Practices

- INT1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.
- INT2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.
- INT3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.
- INT4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.
- INT5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.



Modules in practice. . . How could they be used!



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Early Childhood Recommended Practices Modules

Use in Blended Learning Classroom

Module Review: This following schedule may help you review the module in pieces. This may be easier than sitting through the whole module in one sitting. However, you can decide how you best review the material this week.

- **Monday: 3.15 minutes: Review Lesson 1: Ask the Expert:**
<https://rpm.fpg.unc.edu/module-4-teaming-and-collaboration-plan/lesson-1-ask-expert>
- **Tuesday: 12.03 minutes: Review Lesson 2: Gathering Information:**
<https://rpm.fpg.unc.edu/module-4-teaming-and-collaboration-plan/lesson-2-gathering-information>
- **Wednesday: 12.02 minutes: Review Lesson 3: Take Action:**
<https://rpm.fpg.unc.edu/module-4-teaming-and-collaboration-plan/lesson-3-take-action>
- **Thursday: <11 minutes: Review Voices from the Field:**
<https://rpm.fpg.unc.edu/module-4-teaming-and-collaboration-plan/voices-field>
- **Friday: 5 minutes: Complete the teaming and collaboration scenario:**
<https://rpm.fpg.unc.edu/module-4-teaming-and-collaboration-do/acitivity-44-teaming-and-collaboration-scenario>



Use in Blended Learning Classroom

RPMs | Module 4 Teaming and Collaboration • Learning Guide 4.4

Learning Guide 4.4 Service/Support Information Cards

Directions: Cut along the dotted lines. Divide learners into pairs and provide one card to each learner. Make sure learners within pairs do not have identical cards.

Child: Brenna, age 2

Practitioner Role: Speech and Language Pathologist

You have just completed your initial evaluation using the Preschool Language Scales (PLS-5) of Brenna and found that she is significantly delayed in her auditory comprehension – specifically her attention the environment and people, vocabulary, spatial concepts, and time/sequence concepts. She is also delayed in her expressive communication in the domains of social play and language structures. You would like Brenna’s family to work on her auditory comprehension through play that requires Brenna to listen carefully to instructions (i.e., picking the correct animal to put into the zoo).

Child: Jeremy, age 4

Practitioner Role: Early Childhood Special Education Teacher

Jeremy has been in your class for a few months now and you have noticed that he has difficulty transitioning between activities. For the last two weeks you have collected data demonstrating the frequency of Jeremy’s tantrums during transitions. The data shows that Jeremy was having 2-3 tantrums per day, always before lunch, before nap, and after outside time. You would like to try implementing a positive behavior support plan to improve his transitions by identifying reinforcers for compliance with the transition. You would like Jeremy’s parents to help you identify what would be reinforcing for Jeremy.

Child: Hao, age 5

Practitioner Role: Head Start Teacher

Recently, Hao has started displaying challenging behaviors, specifically kicking and hitting other children. You know that Hao is a dual language learner and his family has recently arrived to the United States. Over the past week you have collected data on Hao’s behavior and found that the antecedents for his behavior are other children that (1) get too close to Hao; (2) take blocks from him or from what he perceives are his blocks; and (3) get in front of him when lining up to go outside. You would like to start working with Hao using both a positive behavior support plan but also increasing his capacity to use language to support his needs. You would like to discuss possibilities with Hao’s parents and other caregivers.

Child: Randy, age 3

Practitioner Role: Preschool Teacher

Randy has just completed his Early Screening Inventory and has come up “REFER” due to his failure on a number of tasks specifically in the visual/motor adaptive area and language and cognition area. At this time you would like to report the results to Randy’s family and then discuss some next steps including getting a physical from the pediatrician with a vision and hearing test to rule out health issues that may be contributing to his poor performance. Although you know that this information can be scary for parents you want to assure them that Randy will be retested in 6 weeks and if there is no change at that time you will have another meeting to talk about next steps.

Use in Blended Learning Classroom

Team Communication and Collaboration Assignment: | Due: October 4th (on Sakai by 11:59 pm)

- Students will be complete the Communication for Teaming and Collaboration Checklist and Collaboration to Learn and Grow Checklist in reference to a team they are currently a member. In addition, students will select a team member to conduct the checklists on them, indicating strengths and areas of growth. Students will reflect on their experiences using the checklists and integrate with course topics and readings by identifying strategies to promote communication and collaboration in teaming within a 3-5-page paper. No more than 5 pages (excluding APA style references), double-spaced, 12-point font, and 1 inch margins. Additional points (2 points) will be given to students who conduct a Families Are Team Members Checklist.

Use in Coursework- Action Plans

- **Methods of Working with Infants & Young Children with Developmental Needs**
 - Module 1: Interaction
 - Module 2: Transition
 - Module 3: Teaming and Collaboration





Activity 1.3 Interaction – Action Plan

How do you plan to use what you learned? Create an action plan to take your learning directly to the classroom!

Two ideas I would like to try out in my classroom:

Two or more action steps I need to take to put the two ideas into practice:

Consider the following:

1. Do I need additional data and information? (e.g., state Early Learning Guidelines, information from family, other team members)
2. What additional support can I get from my instructor, faculty, program director, coaches or leadership?
3. What additional training or coaching do I need?



Activity 2.3 Transition – Action Plan

How do you plan to use what you learned? Create an action plan to take your learning directly to the classroom!

Two ideas I would like to try out:

Two or more action steps I need to take to put the two ideas into practice:

Consider the following:

1. Do I need additional data and information? (e.g., state Early Learning Guidelines, information from family, other team members)
2. What additional support can I get from my instructor, faculty, program director, coaches or leadership?
3. What additional training or coaching do I need?



Activity 4.3 Teaming and Collaboration – Action Plan

How do you plan to use what you learned? Create an action plan to take your learning directly to the classroom!

Two ideas I would like to try out:

Two or more action steps I need to take to put the two ideas into practice:

Consider the following:

1. Do I need additional data and information? (e.g., state Early Learning Guidelines, information from family, other team members)
2. What additional support can I get from my instructor, faculty, program director, coaches or leadership?
3. What additional training or coaching do I need?



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Resource Search

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Keyword Search

Guided Search

Click on a term to initiate a search

Resource Type

- [Audio \(64\)](#)
- [Video \(53\)](#)
- [Handout \(46\)](#)
- [Voices from the Field \(29\)](#)
- [Check Your Knowledge \(22\)](#)
- [Presentation Handout \(21\)](#)
- [Activity \(18\)](#)
- [References and Resources \(7\)](#)

Topics*

- [Interaction \(50\)](#)
- [Family \(42\)](#)
- [Assessment \(36\)](#)
- [Instruction \(36\)](#)
- [Teaming and Collaboration \(34\)](#)
- [Environment \(32\)](#)
- [Transition \(30\)](#)

Module Section

- [Plan \(166\)](#)
- [Do \(10\)](#)
- [Act \(6\)](#)
- [Study \(4\)](#)

*Topics based on DEC recommended practices

Resources- videos

- For students having issues with interaction
 - Video 1.9- Block Play
 - Video 6.3- Puzzle
 - Video 6.9- Expanding Child's Opportunities



Resources- videos

- **Preparing for field experience**
 - Video 4.1 Team: Knowledge for Instruction
 - Video 4.2- Team: Knowledge and Expertise
 - Video 5.12- Family-Centered Practices
 - Video 5.13- Which Practice Do You See?



Resources- videos

- Modeling
 - Video 6.2- Using Prompts- Bubbles
- Transitioning between activities
 - Video 3.2- Individualized Picture Schedules



Resources- Handouts

- **Transition**
 - Handout 2.3 Transition- Supporting Child Transitions- Learn More
- **Home visiting**
 - Handout 5.3 Family – Home Visiting Tool



Resources- Checklists

- **Instruction**

- Embedded Instructional Practices Checklist
- Naturalistic Instructional Practices Checklist





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Instructor Area
For Instructors: RPM Learning and Improvement Framework
Module 1 Learning Guides
Module 2 Learning Guides
Module 3 Learning Guides

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Guides to assist you. Discussion to exchange ideas. Tutorials to orient you.



[NEXT >](#)

- Facilitation tips
- Performance Feedback guides
- Coaching and mentoring supports

Instructor Area

For Instructors: RPM Learning and Improvement Framework

Module 1 Learning Guides

Module 2 Learning Guides

Module 3 Learning Guides

General Guides

- For Instructors: RPM Learning and Improvement Framework
- Embedding Module 1: Interactions into Existing Coursework and Practicum

Learning Guides

Guide Name and Description/Objectives	Related Lesson/Module Section
PLAN SECTION	
<p>Learning Guide 3.1: Ask The Expert</p> <p>With this guide, learners will:</p> <ul style="list-style-type: none">• Describe environmental practices..• Identify key characteristics of recommended practices related to environment.	<p>Lesson 1: Ask the Expert (3:39 run time) Environment is defined and the best available research on environmental practices is summarized by Dr. Lori Meyer and Tricia Catalino</p>
<p>Learning Guide 3.2: Role of the Practitioner</p> <p>With this guide, learners will:</p> <ul style="list-style-type: none">• Understand the components of the child's natural learning environment.• Understand how the environment can serve as an intervention strategy to promote access and participation of all children, especially children with disabilities.	<p>Lesson 2: Gathering Information (15:30 run time) Components of the child's environment and how changes to the environment can serve as an intervention strategy to promote access and participation of all children, especially children with disabilities, are explained with examples and activities.</p>
<p>Learning Guide 3.3: Continuity and Alignment</p> <p>With this guide, learners will:</p> <ul style="list-style-type: none">• Understand when and how to modify or adapt the environment including physical space, everyday activities and routines, and materials in order to optimize child learning.• Understand when and how to use assistive technology to support child learning.	<p>Lesson 3: Taking Action (5:50 run time) Strategies on how to observe the child's level of participation and how to modify or adapt the environment, and how to use assistive technology to support child learning, are explained with examples and activities.</p>
<p>Learning Guide 3.4: Voices from the Field</p> <p>With this guide, learners will:</p> <ul style="list-style-type: none">• Identify practitioners' and families' experience-based knowledge related to learning environments for young children and the critical issues involved with making adaptations to effectively support child engagement.	<p>Lesson 4: Voices from the Field Practitioners and family leaders share their expertise and perspectives of using environmental practices with young children.</p>



Instructor Support: Practice Profile

Core Component	Contribution to the Outcome	Expected/Proficient*	Developmental	Unacceptable
E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.	Practitioners must provide services and supports in ways that enhance the capacity of an environment (during daily routines and within natural and inclusive environments) to influence the capacity of the child.	<i>An occupational therapist visits a family during mealtime in their home to help the parents problem solve positioning or feeding strategies, so their child can eat and socialize with the entire family instead of eating before or after the rest of the family.</i>	<i>An occupational therapist works solely with the child to help improve her positioning and feeding strategies but does not extend this to actual family mealtimes.</i>	<i>An occupational therapist maintains her therapy plan working with the child on strengthening her grasp even after the family mentions the problems that are occurring during mealtimes.</i>
		<i>A physical therapist goes on a shopping trip to assist a parent of a child who uses an assistive device for mobility, to develop a new routine to ensure the child's safety while navigating the parking lot and store.</i>	<i>A physical therapist listens to a parent talk about their struggles with the assistive device when they are running errands. The therapist brainstorms some new routines to help the parent and child navigate safely.</i>	<i>A physical therapist does not consider the natural environment of the child when providing services related to the assistive device.</i>





Learning Guide 3.6 Performance Feedback Guide

How to use this guide

This guide can be used with learners who have designed or participated in designing environments for young children with disabilities in either their own classroom/setting/program or in field-experiences associated with university coursework.

1) Are the learner's Environment practices— Inclusive to natural routines and activities?

Performance Indicator:

Participants will be able to identify and design physical, temporal, and social environments that are inclusive and build on children's natural routines and activities.

Look for:

- Learners can identify the components of the physical, social, and temporal environment.
- Learners implement modifications and accommodations within daily routines and activities.
- Learners support child participation within natural routines and activities.
- Learners design predictable routines and schedules.
- Learners provide children with opportunities to interact with peers, family, and other adults.

IF	THEN
Learner cannot identify the components of the physical, social, and temporal environment.	Refer learner to M3L2.
Learner does not implement modifications and accommodations within daily routines and activities.	Refer learner to M3L1 "Ask the Expert" <ul style="list-style-type: none"> • Dr. Lori Meyer and Dr. Tricia Catalino
Learners do not support child participation within natural routines and activities.	Refer learner to M3L1 "Ask the Expert" <ul style="list-style-type: none"> • Dr. Lori Meyer and Dr. Tricia Catalino
Learners do not design predictable routines and schedules	Refer learner to M3L2 Refer learner to IRIS (2016)
Learners do not provide children with opportunities to interact with peers, family, and other adults.	Refer learner to M3L2 – "Social Environment" Refer learner to Module 1 – "Interactions"

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Instructor Support: Reframing Activity

Environment Reframing Exercise – Possible Answers Guide

Directions: Read the short vignette and the possible explanations for the family's perspective. Reframe the statements to reflect a positive, strengths-based perspective for the family.

Kekoa is four-year-old child with moderate developmental delays. She struggles with expressive language and limited social skills. Her family is native Hawaiian. A priority for Kekoa's family is for her to participate in cultural routines such as sibling care-taking. There is a new baby in Kekoa's household and Kekoa's mother, Sia, would like Kekoa to change the baby's diapers and prepare bottles.

Perspective	Reframe
Sia's goals for her daughter are inappropriate.	Sia's goals for her daughter align with traditional values for child rearing.
Sia is selfish.	Sia is ensuring opportunities for Kekoa to engage in culturally competent routines.
Sia is lazy.	Sia is ready to support Kekoa in achieving goals that are culturally relevant to their lives.



Activity

Module 3: Environments • Learning Guide • 3.9

Learning Guide 3.9 Reframing Activity Guide

Objectives

- Learners will reframe statements about families to reflect an anti-bias viewpoint.
- Learners will reflect on implicit bias and its impact on their practice.

Description

This activity can be used as a way to uncover biases practitioners may hold regarding families. Faculty members usually use these prompts before introducing the subject material as a way to help learners recognize a differing perspective.

Materials/Resources

Handout – “Environment Reframing Exercise”

Possible answers guide – “Environment Reframing Exercise – Possible Answers”

Facilitator Instructions

1. Open a discussion with the following focus statement.
Jacobo is a three-year-old child with developmental delays who is overweight for his age/height. Every morning, his mother brings him to his Early Head Start center in his stroller and leaves him with a bag of McDonald's breakfast pancakes to eat. Jacobo has a doctor's note to excuse him from strenuous exercise.
2. In a large group, ask learners to articulate possible explanations for the family's perspective.
Examples:
 - *Jacobo's* family does not value health.
 - *Jacobo's* parents are lazy and ill prepared to raise a healthy child.
 - *Jacobo's* doctor is negligent in allowing him to be excused from exercise.
3. Offer other possible explanations that focus on the positive and/or reflect an increased sensitivity to the family's perspective.
Examples:
 - a. *Jacobo* has a heart condition that precludes him from engaging in strenuous exercise that may put undue stress on his weakened cardiovascular system
 - b. *Jacobo's* parents love their son tremendously and culturally value children who look “well-fed”.
 - c. *Jacobo's* doctor is concerned about the health of *Jacobo's* heart during exercise and has been working with *Jacobo's* family to safely design situations where he can engage in active play. The doctor feels that *Jacobo's* weight is still within the normal range and is more concerned about other health issues.
4. Break learners into partners to reframe perspectives on family decisions using the Environment Reframing Exercise handout.
5. Come together to discuss the implicit biases all practitioners bring to their interactions with families and ways to become more sensitive and rethink judgments of families and children.

Suggested Assessment

See attached possible answers guide.

Distance Learning Tips

- This activity can also be done individually although would be better to be done in groups for learners to hear differing responses.
- Explore different platforms for students to collaborate with each other (i.e. Google hangouts, Slack, Skype, etc.)
- Have learners post brainstorm and reflections in an easily accessed place for future reference.
- Provide feedback in a timely manner.

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Module 3: Environment • Learning Guide • 3.8

Learning Guide 3.8 Environment Scenario-Based Activity

Related Content:

[Module 3](#)

Instructional Method:
Role-Play

Level:
Advanced

Estimated Time Needed:
25 min.

Objectives

- Learners will practice engaging in professional discussions that address the design of physical, social, and temporal environments that promote the access and participation of all children.
- Learners will apply what they have learned about environment practices.

Description

In this role-play activity, learners will work in small groups to demonstrate examples of DEC Recommended Practices for designing and adapting environments. Learners will reflect on their practice in small and large groups and receive feedback from the instructor.

Materials/Resources

- Environment Scenarios (3 copies of chosen scenario per group)
- Performance Feedback Guide

Facilitator Instructions

1. Divide the class into small groups of three and hand out a Scenario (1-5) to each group.
2. Allow learners to determine who will play the role of each practitioner and the observer.
 - a. Ask learners to follow instructions listed on the Scenario form.
 - b. After the role-play, ask learners to share with the class their responses to the reflective questions.
3. Provide feedback.
 - a. Learner correctly identifies the physical, social, and temporal environment.
 - b. Learner finds or develops appropriate accommodations and modifications to promote access and participation (including assistive technology where appropriate).
 - c. Learner considers ways to provide services in children's natural environment.
 - d. Learners identify ways to increase accessibility for all children.
 - e. Learners consider family activities and routines as well as goals when designing environments and accommodations/modifications for children
 - f. See more: [Performance Feedback Guide](#)

Facilitation Tips

- Have learners wear nametags to indicate which role they are playing.
- As this is a role-play activity, it is not recommended for online-only courses.

Recommended Practices Modules (RPMs) <http://rpm.fpg.unc.edu/>

rpm's



Early Childhood Recommended Practices Modules



***rpm*s**



Early Childhood Recommended Practices Modules

Demonstration of a module?

<http://rpm.fpg.unc.edu/>



Your turn. . . .

- For those that have not used these-
 - How do you see yourself using these?
 - What challenges do you perceive having?
- For those that have used these-
 - How have you used them?
 - What new ideas have you gained regarding the modules?





rpms



Early Childhood Recommended Practices Modules



THANK YOU

***rpm*s**



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