Round Table Conversation
for Preschool Teachers and Related Service Providers

October 14, 2020
Checking In

- Happy?
- Tired?
- In Love?
- Crabby?
- Brave?
Today’s Agenda
Content Review: SDI
Content Review: Getting to an Implementation Plan
Small Group Discussion
Wrap up / Next Steps
Survey
What is the purpose of special education?

• **Principle 1: Free Appropriate Public Education (FAPE)**
  • The IDEA gives each eligible child with disabilities the right to a free appropriate public education. FAPE means educational services:

• **Special education programs must:**
  • Be designed for the student to make progress in the general education curriculum
Learning Experiences

Access Participation

Benefit

Intentional Use of Strategies Based on Individual Needs
Specially Designed Instruction

“adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child’s disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” (Section 300.39(b)(3) of Title 34, Code of Federal Regulations [CFR])
Content

• Goal from curriculum
  • Same goal with accommodations and specially designed instruction
    Or
  • Different goal = modification

Examples:
Engage in developing solutions and work to resolve conflicts with peers

Try an alternative strategy to solve a problem when first attempt is unsuccessful
Methodology

Methodology- program or practice
• Visuals
• Models
• Video self modeling
• Social stories
• Handwriting without tears
• Small group
• One on one

Example:
Use of problem solving process with solution/problem solving cards

Social story
Instruction

Instructional strategies

• Peer modeling
• Modeling (adults)
• Repetition in a small group
• Breaking down language or directions
• Pre teach
• Role play
• Repeated practice
• Corrective feedback
• Prompting sequences
• Direct instruction in the use of ______
  • Visual schedule
  • Solution kit
  • Dramatic play sequence with visual supports
  • Initiating play sequence

Examples:
Explicit small group instruction in using problem solving process and solution cards
Repetition in a small group

Individualized instruction using the social story
First then board used during small group, first try ______ then try ______
Early Childhood Curriculum

• For preschool the general curriculum is defined more broadly as “developmentally appropriate activities” that lead to children learning the skills we want them to know and be able to do.

• Age appropriate developmental abilities or milestones that typically developing children of the same age would be performing or would have achieved.

(34 C.F.R. Appendix A. Question 1. p. 12471)
Getting to an Implementation Plan
DEC Recommended Practices

• The DEC Recommended Practices support children's access and participation in inclusive settings and natural environments and address cultural, linguistic, and ability diversity. They also identify key leadership responsibilities associated with the implementation of these practices. The DEC Recommended Practices are based on the best-available empirical evidence as well as the wisdom and experience of the field.
Naturalistic Instruction

• The instructional practice is used when a child is already participating in an activity and practitioner or parent behavior are used to sustain engagement, provide opportunities for child learning, and to encourage child behavior elaborations. The practice is child-centered and is used in response to child initiated activities of high interest to the child.
Embedded Instruction

• The instructional practice can be used to facilitate child acquisition of functional behavior by providing a child opportunities to engage in preferred activities and by using the practice characteristics to promote child engagement, learning, and development of targeted behavior.
Sample IEP Goal and Objective

Given visual supports, verbal prompting and modeling, Anne Marie will use language for social interaction during arrival, snack and center time in 3/5 opportunities over 3 consecutive observations.

Given visual supports and verbal prompting Anne Marie will initiate a verbal interaction with a peer by asking a question or sharing information in 3/5 opportunities over 3 consecutive observations.
**Initiate a verbal interaction with a peer**

**Sample Embedded Activity Matrix**

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**FORM 1: FORMAT TO GUIDE INSTRUCTIONAL PLANNING**

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Arrival</th>
<th>Snack</th>
<th>Morning Meeting</th>
<th>Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate a verbal interaction with a peer</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
</tr>
<tr>
<td>Goal 2</td>
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<tr>
<td>Goal 3</td>
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<tr>
<td>Goal 4</td>
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<tr>
<td>Goal 5</td>
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</tr>
</tbody>
</table>

**Directions:** Place a ★ where your team believes an opportunity to address each IEP goal exists within the day’s schedule.

<table>
<thead>
<tr>
<th>Learning Experience</th>
<th>Access and participate as designed?</th>
<th>New Goal (From IEP)</th>
<th>Accommodations and Specially Designed Instruction</th>
<th>Other Embedded IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>As Is? Yes No</td>
<td>Yes No</td>
<td>No</td>
<td>Make Anne Marie snack helper with a snack helper routine that has language components</td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td>No</td>
<td>No</td>
<td>Place conversation cards with visual cues on the snack table, verbally prompt Anne Marie to choose a conversation card and to initiate an interaction, model phrase if she does not respond to the verbal prompt</td>
<td></td>
</tr>
<tr>
<td>Snack Domain, Language and Literacy, Strand, Use language for social interaction, Learning Progression, Conventions of conversation Indicator, four or more conversational exchanges</td>
<td></td>
<td></td>
<td>Pre-teach in small group how to use conversation cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Model conversation</td>
<td></td>
</tr>
</tbody>
</table>

**Goal for all**
<table>
<thead>
<tr>
<th>Social/Emotional/behavioral</th>
<th>Objective 1</th>
<th>AM will verbally initiate conversation with a peer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Provide a verbal prompt to AM to greet a peer and ask how are you?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Place conversation cards with visual cues on the snack table, verbally prompt AM to choose a conversation card and to initiate an interaction, model phrase if she does not respond to the verbal prompt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Pre-teach in small group how to use conversation cards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social/Emotional/behavioral</th>
<th>Objective 2</th>
<th>AM will wait a short period of time to get something wanted.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Show AM timer at the start of circle, set the timer while she is watching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Provide picture cards to request items wanted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Pre-teach how to use cards to request items</td>
<td></td>
</tr>
<tr>
<td>Schedule</td>
<td>Welcome and greeting</td>
<td>Snack</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Social/Emotional/behavioral Objective 1</strong></td>
<td>AM will verbally initiate conversation with a peer</td>
<td>*Provide a verbal prompt to AM to greet a peer and ask how are you?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Provide family with conversation cards with visual cues. Coach family to use the cards, verbally prompt AM to choose a conversation card and to initiate an interaction, model phrase if she does not respond to the verbal prompt</td>
</tr>
</tbody>
</table>

| Sample Remote Implementation Plan- Individual meeting | | |
|-------------------------------------------------------| | |
| **Social/Emotional/behavioral Objective 1** | AM will verbally initiate conversation with a peer      | *Pre-teach in small group how to use conversation cards |
|                                              |                                                       |                                                      |
## Sample Home Implementation Plan

### Activity Matrix for Learning Objectives – Embedding IEP goals in Daily Routines

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Goal Area: Communication</th>
<th>Goal Area: Social-Emotional</th>
<th>Goal Area: Adaptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Schedule</td>
<td>Answers questions about choices and about information from text or pictures (verbal, gesture, AAC)</td>
<td>Takes turns, shares toys, materials and adult attention during play and routines</td>
<td>Completes steps of handwashing, toileting, and dressing</td>
</tr>
<tr>
<td>Wake Up, Hygiene (toileting, wash hands, brush teeth, get dressed)</td>
<td>Indicates choice of clothing when getting dressed, points to pictures on schedules to show what is next</td>
<td>Waits turn to wash hands at bathroom sink</td>
<td>Completes steps of handwashing with prompt from visual routine</td>
</tr>
<tr>
<td>Breakfast</td>
<td>Asks for preferred meal items verbally, pointing, AAC). Comments or answers yes, no when asked about the meal</td>
<td>Waits turn when being served</td>
<td>Helps with table clean up and wiping off table</td>
</tr>
<tr>
<td>Play (pretend play, blocks, books, toys)</td>
<td>Indicate preferred play items, initiates play by commenting using modes listed above</td>
<td>Takes turns, shares toys with sibling or other family member</td>
<td>Helps clean up after play</td>
</tr>
<tr>
<td>Snack</td>
<td>Chooses snack, answers questions about snacks, matches, sorts, counts snack items</td>
<td>Waits to be served snack, shares attention of adults during snacks</td>
<td>Feeds self appropriately, helps clean up</td>
</tr>
</tbody>
</table>
# Learning Model IEP Implementation Plan

<table>
<thead>
<tr>
<th>Specially Designed Instruction/Related Service</th>
<th>Supporting IEP Goal(s) #</th>
<th>Description of Model (full in-school, hybrid, remote), Mode(s) (in person/remote), and Manner(s) in which the Service will be delivered (how and where), only if different from the IEP</th>
<th>Frequency/Duration</th>
<th>Service Implementer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model:</td>
<td>Mode:</td>
<td>Description:</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td>Model:</td>
<td>Mode:</td>
<td>Description:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Small Group Discussion

• What pieces are solidly in place in your school/district?
• What pieces may be missing?
• Implications for missing steps or pieces.
Resources

• DEC Recommended Practices
  https://www.dec-sped.org/dec-recommended-practices

• ECTA: DEC Recommended Practices Implementation Resources
  https://ectacenter.org/decrp/decrp.asp

• SDE Professional Support Webinar Series for Districts: Early Childhood
  https://portal.ct.gov/SDE/COVID19/Professional-Support-Series-for-Districts/Early-Childhood-and-Distance-Learning
THANK YOU!

Wrap Up
Next Steps
Survey of Needs