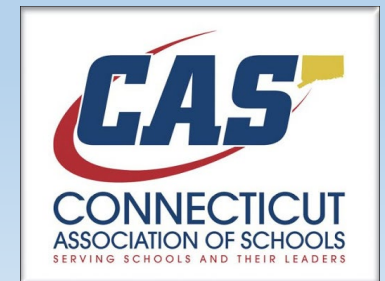


# Round Table Conversation for Preschool and Kindergarten Administrators

October 1, 2020



# Checking In



# Today's Agenda

Content Review: SDI

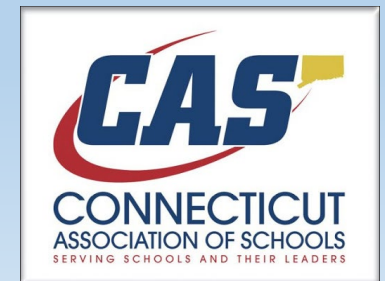
Small Group Discussions

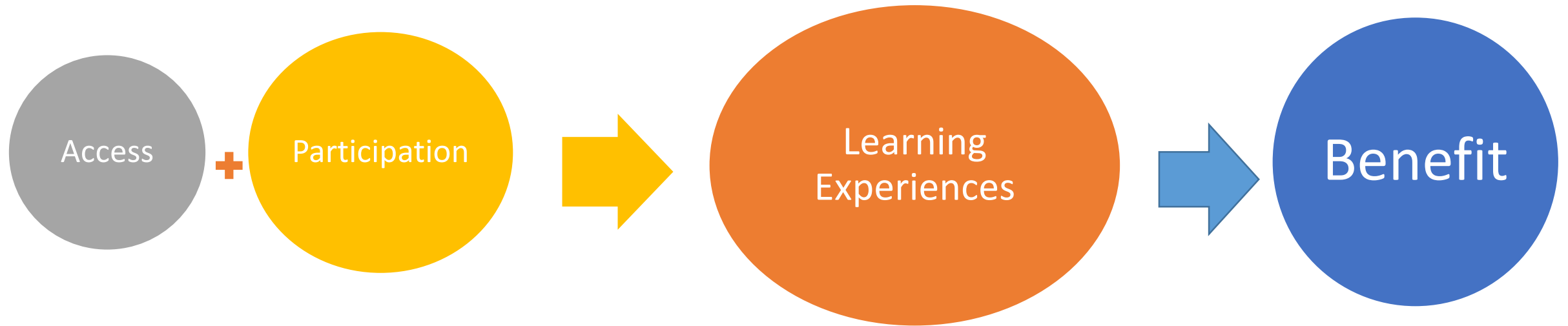
Content Review: Getting to an Implementation  
Plan

Small Group Discussion

Wrap up / Next Steps

Survey



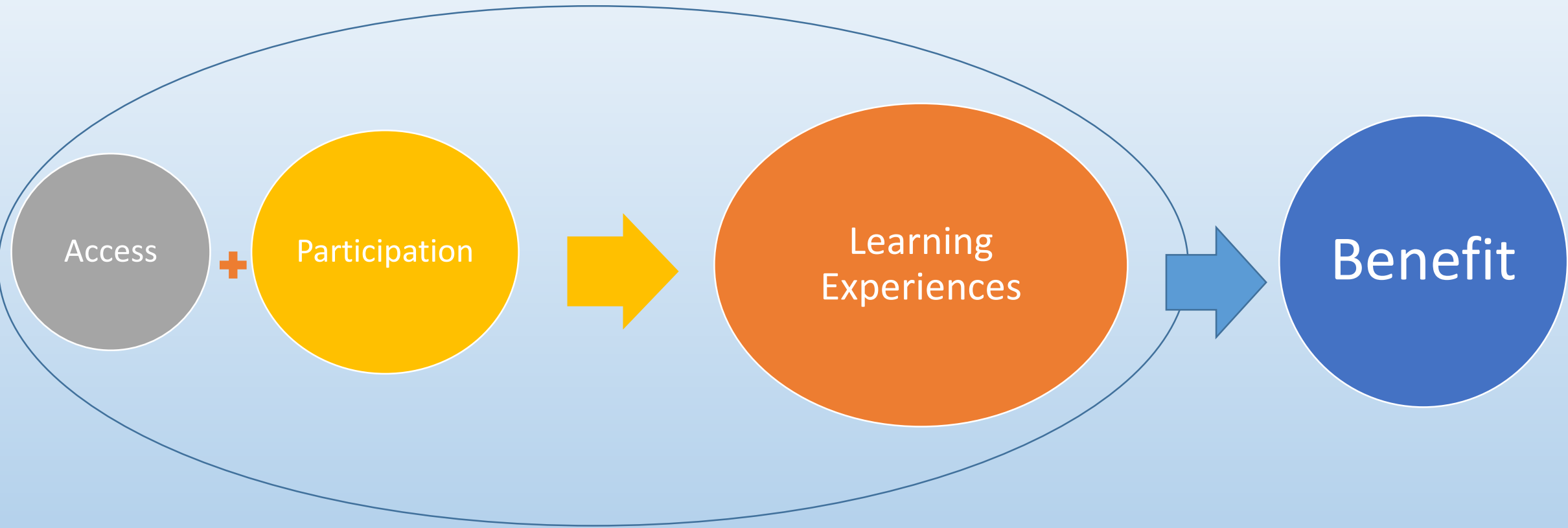






# What is the purpose of special education?

- **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



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])



# 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)*

# Small Group Discussion

In your small groups choose a reporter and take note of your group number. During your discussion identify one thing you would like to share with the large group. Use the following prompts if they are helpful to facilitate your discussion.

- What does SDI look like in your school? District?
- How do you insure the needs of the child are being *legally* met?
- What additional questions do you have regarding SDI?

# 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.

IEP



Embedded  
Activity Matrix



Decision Making  
Guide



Implementation  
Plan

# 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

# Sample Embedded Activity Matrix

## FORM 1: FORMAT TO GUIDE INSTRUCTIONAL PLANNING

WHERE ARE THE OPPORTUNITIES TO ADDRESS THIS STUDENT'S INSTRUCTIONAL GOALS IN THE GENERAL EDUCATION CLASSROOM?

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

		SEQUENCE OF INSTRUCTION	Arrival	Snack	Morning Meeting	Centers		
<b>GOALS</b>	Goal 1 Initiate a verbal interaction with a peer		★	★		★		
	Goal 2							
	Goal 3							
	Goal 4							
	Goal 5							

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

# Sample Classroom Decision Making Guide

<p>Learning Experience Learning Experience Goal As Is? <b>Yes</b> No</p>	<p>Access and participate as designed? Yes No</p>	<p>New Goal (From IEP)</p>	<p>Accommodations and Specially Designed Instruction</p>	<p>Other Embedded IEP Goals</p>
<p><b>Snack</b> <b>Domain,</b> Language and Literacy, <b>Strand,</b> Use language for social interaction, <b>Learning Progression,</b> Conventions of conversation <b>Indicator,</b> four or more conversational exchanges</p>	<p>No</p> <div data-bbox="825 919 1016 1048" style="border: 1px solid black; background-color: #4a86e8; color: white; padding: 5px; display: inline-block; margin-left: 150px;">             Goal for all           </div>	<p>No</p>	<p>Make Anne Marie snack helper with a snack helper routine that has language components</p> <p>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</p> <p>Pre-teach in small group how to use conversation cards</p> <p>Model conversation</p>	



Sample Classroom Implementation Plan	Schedule	Arrival	Circle Time	Centers	Bathroom/Wash Hands	Snack	Circle Time	Small Groups
<b>Social/Emotional/behavioral Objective 1</b> <b>AM will verbally initiate conversation with a peer</b>	*Provide a verbal prompt to AM to greet a peer and ask how are you?					*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		*Pre-teach in small group how to use conversation cards
<b>Social/Emotional/behavioral Objective 2</b> <b>AM will wait a short period of time to get something wanted.</b>		*Show AM timer at the start of circle, set the timer while she is watching	*Provide picture cards to request items wanted				*Pre-teach how to use cards to request items	

<p>Sample Remote Implementation Plan- Group snack</p>	<p>Schedule</p>	<p>Welcome and greeting</p>	<p>Snack</p>
<p><b>Social/Emotional/behavioral Objective 1</b>  <b>AM will verbally initiate conversation with a peer</b></p>	<p>*Provide a verbal prompt to AM to greet a peer and ask how are you?</p>	<p>*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</p>	

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

# Sample Home Implementation Plan

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



Child's Name: Example

Dates: School closure

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

## Learning Model IEP Implementation Plan

Specially Designed Instruction/ Related Service	Supporting IEP Goal(s) #	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 <small>*Districts may provide supplemental information to parents (e.g., student schedules)</small>	Frequency/ Duration	Service Implementer(s)
		Model: Mode: Description:		
		Model: Mode: Description:		
		Model: Mode: Description:		

# 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>

# THANK YOU!

Wrap Up  
Next Steps  
Survey of Needs

