

Curriculum and Recommended Practices in IHE Courses of Study

ECPC Cross-Cohort Leadership Institute

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Presenter

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Workshop Objectives

- 1. Provide an overview of the DEC Recommended Practices (2014) and their development**
- 2. Discuss the rationale for using the DEC Recommended Practices in IHE programs**
- 3. Identify resources for use in IHE programs**
- 4. Discuss examples of how the Recommended Practices have been and can be incorporated into IHE curricula**

How familiar are you with the DEC Recommended Practices (2014)?

- I know they exist
- I have looked through them
- I have read many of them
- I am familiar with them and am working on including them in my IHE curriculum
- I have incorporated them in my IHE curriculum in multiple ways

DEC Recommended Practices 2014 (n=66)

Practice Area

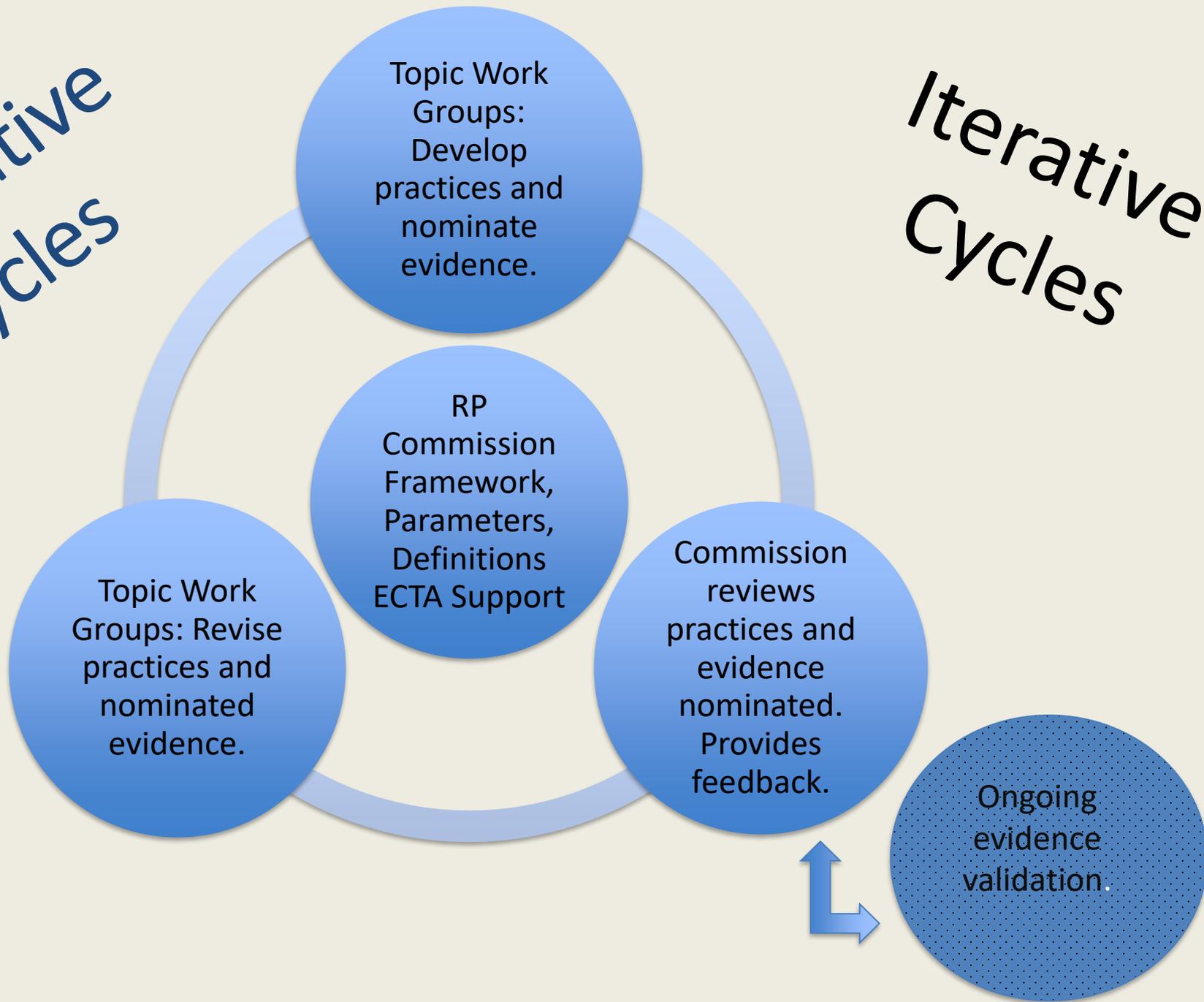
- Leadership (14)
- Assessment (11)
- Environment (6)
- Family (10)

Practice Area

- Instruction (13)
- Interaction (5)
- Teaming and Collaboration (5)
- Transition (2)

Iterative
Cycles

Iterative
Cycles



Ongoing Evidence Validation Activities

- **Align previous evidence with revised RPs (2000, 2005)**
- **Validate nominated evidence for revised RPs**
- **Field input survey**
 - *I understand the content of the practice as written – range 4.43 to 4.64**
 - *I believe this practice is important enough to be a RP – range 4.50-4.65**
- **Conduct systematic evidence synthesis - current**

Now that we have the RPs.....

- **Are they useful?**
- **What resources exist to help us use them ?**
- **How have they been used in IHE programs?**



Rationale for Integrating the RPs into IHE Curricula

- **IDEA requires that outcomes and strategies in IEPs and IFSPs be based on evidence-based practices, therefore practitioners must be prepared to implement**
- **Research supports transfer of research and theory to practices in classrooms and other community settings (Macy, Squires, & Barton, 2009; Grossman et al., 2009)**
- **DEC and CEC advocate evidence-based practices be the foundation of personnel preparation**
- **OSEP expects funded personnel preparation grants to reflect the DEC RPs**

Website Resources



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



- <http://ecta.org>

Additional Resources

- DEC RPs Monograph Series

<http://www.dec-sped.org/rp-mono-base>

- ECTAC RPs Modules for IHE Faculty and PD Providers – Being developed

- DEC Specialty Set Literature Reports

<http://ecpcta.org/papers-publications-and-data/>

- Crosswalks of DEC RPs with Initial CEC and NAEYC Professional Standards and DEC Specialty Sets

Transition 1: Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.

2012 CEC Initial Professional Preparation Standards and Key Elements	2007 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 7: Collaboration</p> <p>7.0: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p> <p>7.3: Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>		<p>Standard 2: Building Family and Community Relationships</p> <p>2c: Involving families and communities in young children’s development and learning</p>
	<p>S7.10: Implement processes and strategies that support transitions among settings for infants and young children.</p>	

Examples for in class activities or field work assignments focused on observation:

- **The university/college student observes and discusses/reflects on:**
 - 1. A panel discussion by representatives from community agencies (e.g., Part C, LEA, Head Start, childcare) involved in providing services for children birth through five years about development and implementation of an interagency agreement to support transitions.**
 - 2. An early intervention field placement assignment to read the interagency agreement with transition procedures/activities and write a reflective paper.**

Examples for in class activities or field work assignments focused on observation:

3. An IEP meeting in which the Part C service coordinator and other early interventionists participate in developing an IEP for a child transitioning from Part C services to a Part B 619 placement.

4. An IFSP transition meeting in which the public school preschool teacher and preschool coordinator participate with Part C early intervention providers and the family to develop a transition plan for 2 ½ year old Benita.

WKU MAT Program Planning Matrix

Course Objectives	CEC Standards	DEC K & S Statements	NAEYC Standards	DEC RPs	Readings	Assignments

Now It's Your Turn....

- **Are the RPs resources useful?**
- **What additional resources need to be developed?**
- **How have you, or will you use the RPs & resources in your curriculum?**





References

Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record, 111*(9), 2065-2100.

Macy, M., Squires, J. K., & Barton, E. E. (2009). Providing optimal opportunities: Structuring practicum experiences in early intervention and early childhood special education preservice programs. *Topics in Early Childhood Special Education, 28*(4), 209-218. Doi: 10.1177/0271121408327227