

Recommended Practices for Supporting Practitioners and Families: Promoting Young Children's Development

2022 EHDI Conference
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Purpose of Session

- Describe the 2014 DEC recommended practices (RPs) and explain how they align with the JCIH goals for intervention for young children who are deaf or hard of hearing
- Share resources that include the DEC RPs and the Early Childhood Technical Assistance Center (ECTA) practice improvement tools and resources.
- Explain the DEC RP Ambassador program and provide information on how to access regional ambassadors



Goals and Outcomes

- Participants will . . .
 - Understand how the JCIH goals and DEC recommended practices are aligned
 - Understand family centered practices from a parent perspective
 - Recognize practices that improve collaboration and teaming
 - Identify practices that improve interaction and instruction for young children
 - Access practices and resources that support language acquisition and development, empower families, and increase engagement with young children

What is the Joint Committee on Infant Hearing?



HISTORY

MEMBERS

POSITION STATEMENTS

CONTACT US/ LINKS



The mission of the Joint Committee on Infant Hearing is to address issues that are important to the early identification, intervention, and follow-up care of infants and young children with hearing loss.

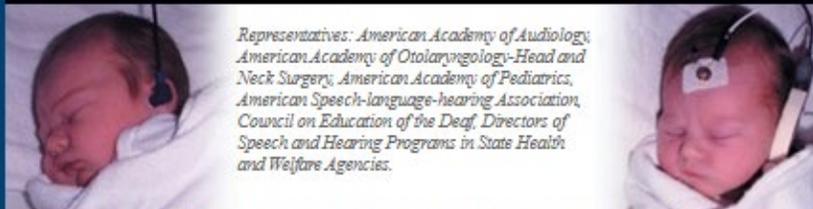
2019 JCIH Position Statement

Executive Summary [PDF]

Reference List [PDF]

We would like
to hear from you

Please provide comments or
feedback to the JCIH



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<http://www.jcih.org/default.htm>

<http://www.jcih.org/posstatements.htm>

Early Intervention promotes better linguistic outcomes including effects in . . .

- Vocabulary develop
- Receptive language
- Expressive language
- Syntax
- Speech production
- Social emotional development

Purpose of EI – to achieve optimal child and family outcomes.

Referrals should be made within 7 days of diagnosis

Referrals should not be deferred until audiologic diagnostic evaluation and hearing aid fitting are completed.

JCIH 2013 Supplement to the 2007 Position Statement:

Principles and Guidelines for Early Intervention Following Confirmation That a Child is Deaf or Hard of Hearing <http://www.jcih.org/JCIH-2007-Position-Statement-Supplement.pdf>

- All Children who are DHH and their families have . . .
 - **Timely access to EI that are family-centered**
 - Access to service coordinators with specialized knowledge and skills related to working with individuals who are deaf or hard of hearing
 - Work with highly qualified professionals
 - Intervention services for ASL are from native or fluent providers
 - Intervention services for LSL are from skilled and knowledgeable providers
 - Children with complex needs have professionals qualified
 - Services are from culturally competent providers
 - Intervention includes appropriate progress monitoring
 - Appropriate monitoring and timely and appropriate follow up
 - Families will have access to family supports from appropriately trained individuals
 - Families will have access to support, mentorships and guidance from individuals who are DHH



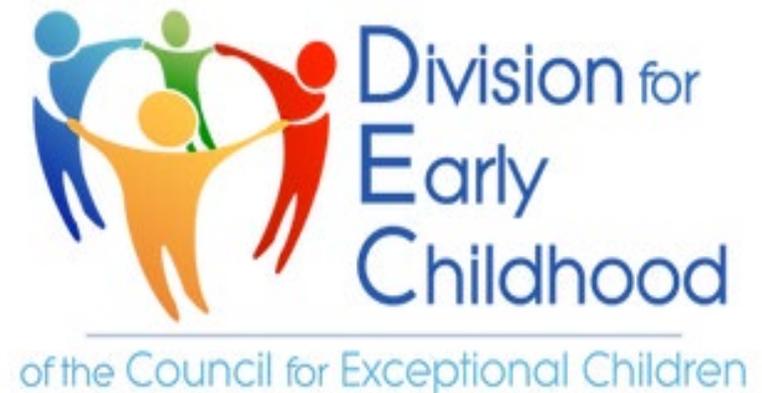
Family Centered Practices

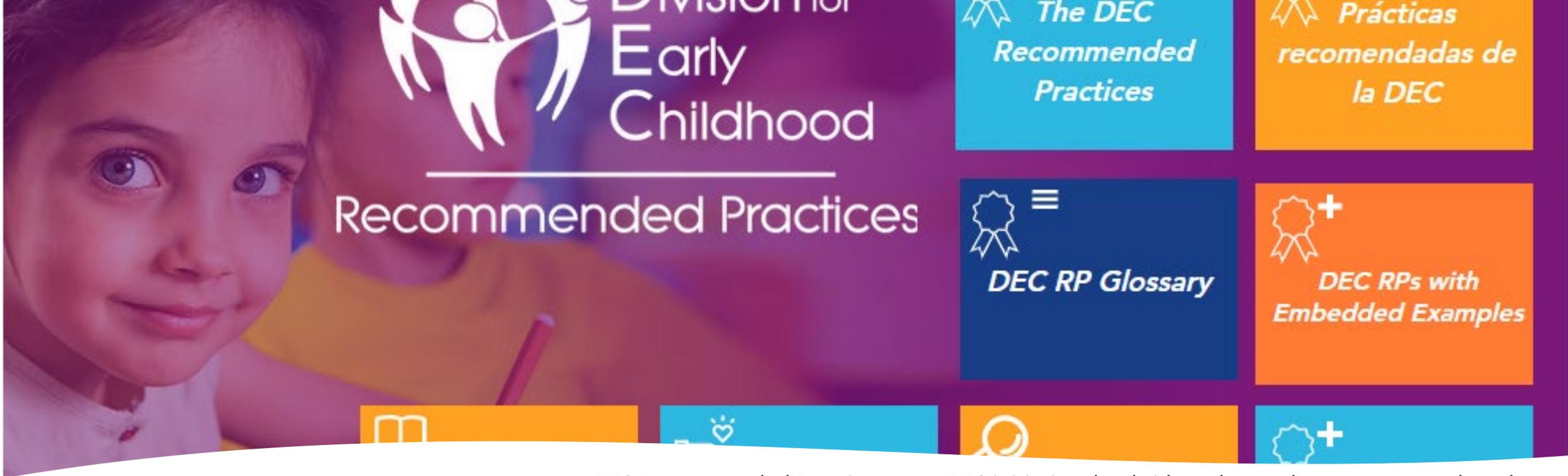
- Family-centered principles are a set of principles based on beliefs and attitudes that shape program philosophy and behavior of personnel as they organize and deliver services to children and families.
- Related terms of family centered practices
 - Strengths-based
 - Consumer-driven
 - Family systems
 - Family support
 - Empowerment
 - Proactive service delivery
 - Competency-focused
 - Partnerships
 - Collaborative relationships
 - Family-driven

What is DEC?

- The Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) is an international membership organization for those who work with or on behalf of young children (0-8) with disabilities and other special needs and their families.

<https://www.dec-sped.org/organizational-structure>





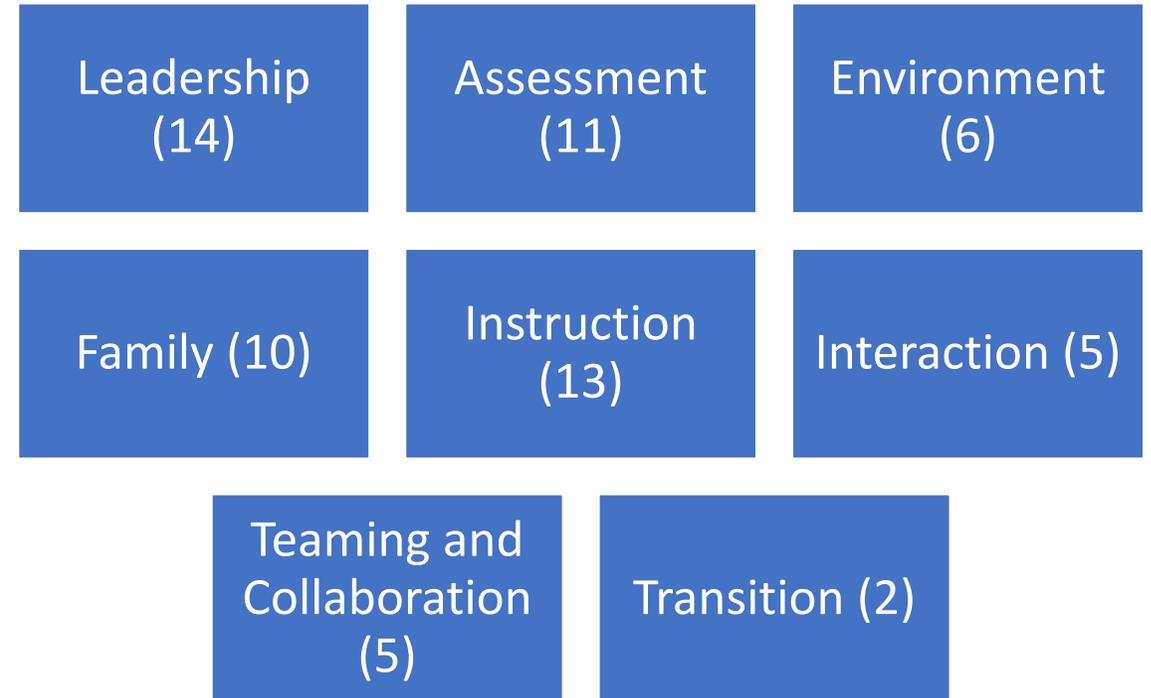
What are the DEC Recommended Practices (RPs)?

<https://www.dec-sped.org/dec-recommended-practices>

- DEC Recommended Practices are a DEC initiative that bridges the gap between research and practice, offering guidance to parents and professionals who work with young children who have or are at risk for developmental delays or disabilities.
- Practices specifically identified through research to promote positive outcomes for young children who have or are at risk for developmental delays/disabilities and that support and empower their families in accordance with the DEC/NAEYC (2009) position statement on early childhood inclusion
- *Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (DEC Joint Position Statement, 2009, p.2).* (<https://www.decdocs.org/position-statement-inclusion>)

DEC Recommended Practices

The Division for Early Childhood provides guidance on early intervention and early childhood special education practices related to better outcomes for young children with disabilities and/or delays, their families and the personnel who serve them.



Meet Lainey

Lainey is a two-year-old girl living in North Carolina with her parents. She attends a local childcare. Lainey was diagnosed with bilateral severe-profound sensorineural hearing loss at 6 weeks old. She received bilateral cochlear implants at 10 months old. She receives bi-weekly visits from an Early Intervention Teacher of the Deaf to her home and childcare.



What do you look for to ensure teaming and collaboration is effective?

TEAMING AND COLLABORATION Checklist 1 of 3

Families Are Full Team Members Checklist

This checklist includes steps and actions teams can take to ensure that families are included as full team members and are valued as experts who are considered vital to effective team functioning.

All team members, including family members, are involved and engaged in various ways and to varying degrees over time. Families need to be supported to increase their level

of involvement, grow and lead. This checklist individually or can be used in different practices.

Practitioner: _____ Child: _____

Please indicate which practice characteristics you were able to use during learning activities:	Seldom or never	Some of the time
	(0 - 25%)	(25 - 50%)
1. Inform families that they are the experts on their child and are important members of the team	<input type="checkbox"/>	<input type="checkbox"/>
2. Ask families if they prefer to be addressed as Ms./Mr. or by first names and honor their preferences	<input type="checkbox"/>	<input type="checkbox"/>
3. Include families in identifying a practitioner from the team who will serve as the primary liaison between the family and other team members	<input type="checkbox"/>	<input type="checkbox"/>
4. Share all information that is available to practitioners with families in a complete and non-biased manner	<input type="checkbox"/>	<input type="checkbox"/>
5. Share information with the family that is jargon-free so that family members can understand and participate in conversations and decisions	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide multiple opportunities for families to meet with other team members and discuss information openly	<input type="checkbox"/>	<input type="checkbox"/>
7. Schedule all meetings pertinent to the family and child at times and locations convenient for the family	<input type="checkbox"/>	<input type="checkbox"/>
8. Prepare families for each interaction and solicit their input and ideas prior to any formal meeting	<input type="checkbox"/>	<input type="checkbox"/>
9. Ask families how they want to contribute to and be involved in any team interaction, recognizing that this may change over time and with the purpose of each interaction	<input type="checkbox"/>	<input type="checkbox"/>
10. Establish a climate that allows ALL team members to feel comfortable, share ideas, ask questions, suggest activities, and solve problems together	<input type="checkbox"/>	<input type="checkbox"/>
11. Accept and support families' decisions in all ongoing interactions	<input type="checkbox"/>	<input type="checkbox"/>

This checklist is based upon the following DEC Recommended Practices: Teaming. The DEC Recommended Practices are available at <http://dec-sped.org/recommended-practices>. Access this checklist and other products at <http://ectacenter.org/decsp>. Copyright © 2018 Early Childhood Technical Assistance Center.

TEAMING AND COLLABORATION Checklist 3 of 3

Collaboration to Learn and Grow Checklist

This checklist includes steps and actions team members can take to share and gain expertise in order to provide effective interventions that meet the unique needs of individual children and their families.

A team that uses adult learning methods/teaching strategies to share knowledge and skills has a much better chance of achieving this outcome than any one team member working alone.

The checklist indicators can be used by team members individually or together to determine if they are using a variety of opportunities, both formal and informal, to focus on growing and learning together.

Practitioner: _____ Date: _____

Please indicate which practice characteristics you were able to use as a member of a team:	Seldom or never	Some of the time	As often as I can	Most of the time	Notes
	(0 - 25%)	(25 - 50%)	(50 - 75%)	(75 - 100%)	
1. Willingly share/receive knowledge, skills, and expertise with team other team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Offer one another support, guidance, and helpful feedback that are honest, respectful, and supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Provide/participate in authentic learning experiences (e.g., practicing, taking risks, making mistakes, trying out new ideas without judgment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use a variety of methods for presenting new information to one another (e.g., discussions, group problem solving activities, visuals, handouts, case studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Use facilitation, consultation, mentoring, and coaching practices for working with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Participate fully in scheduled team activities by being prepared, arriving on time, and remaining engaged throughout the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Keep an open mind when considering new concepts/ideas and work together to understand (or explain) the "why" and "application" (what's in it for me) behind new learnings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Recognize and allow time needed to master new ideas with practice, reflection, and continued support from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Participate in interagency/community/professional organization opportunities to increase knowledge and awareness of resources to meet family and child needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This checklist is based upon the following DEC Recommended Practices: Teaming and Collaboration 1, 2, 3, 4. The DEC Recommended Practices are available at <http://dec-sped.org/recommended-practices>. Access this checklist and other products at <http://ectacenter.org/decsp>. Copyright © 2018 Early Childhood Technical Assistance Center.

Families are Full Team Members



The team is collaborating on how to support Lainey's language during snack routines at childcare.

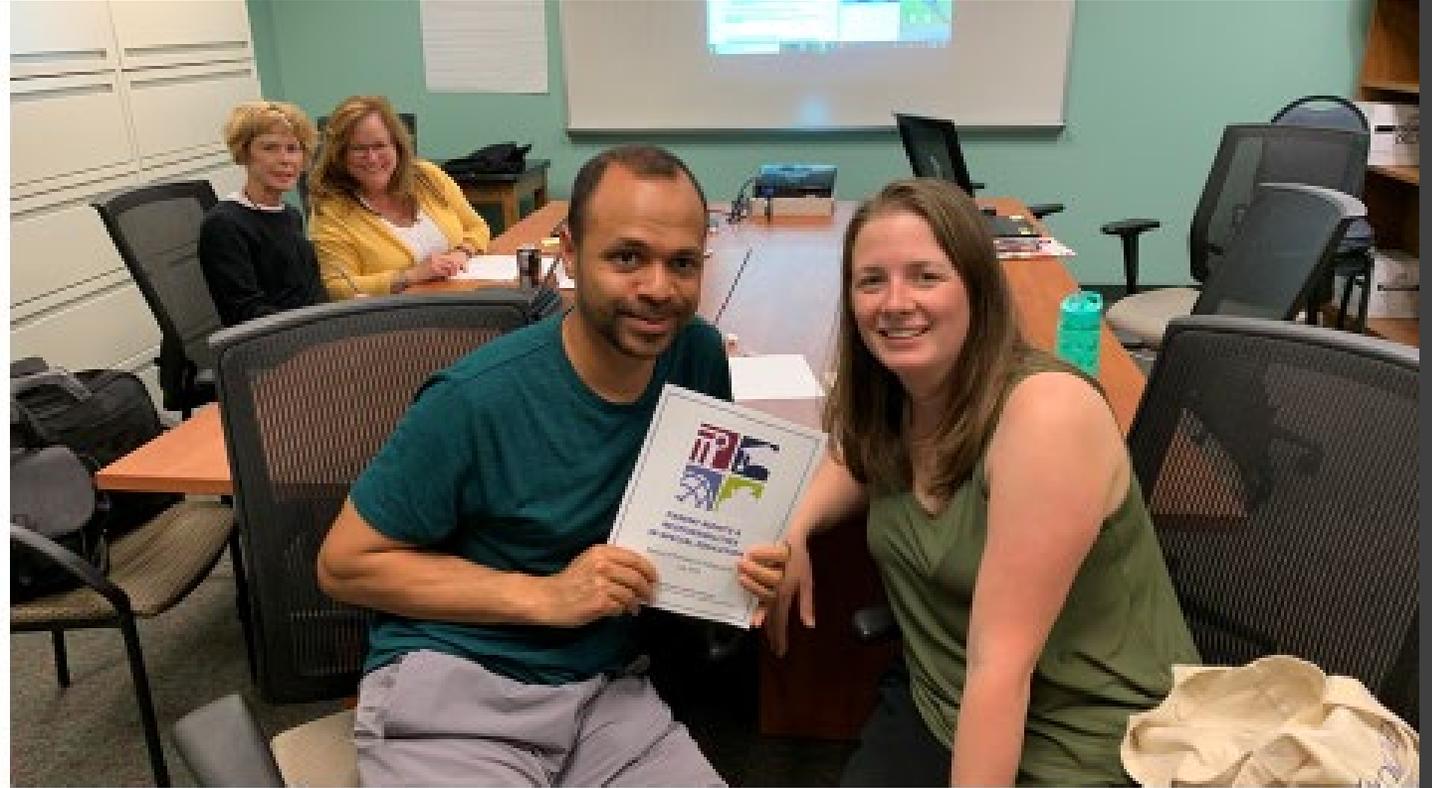
Use the Families Are Full Team Members Checklist while watching.

Collaboration to Learn and Grow



Notice how the Listening and Spoken Language Specialist shares knowledge and expertise related to the family's goals for their child's language development.

Use the Collaboration to Learn and Grow Checklist while watching.



Results

Confident and Competent Family Team Members for LIFE!

Lainey is Ready for Kindergarten!



ecta Early Childhood
Technical Assistance Center
Improving **Systems**, **Practices**, and **Outcomes**

Who is ECTA?

The Early Childhood Technical Assistance Center (ECTA) is a national technical assistance center funded by a cooperative agreement with the Department of Education's Office of Special Education Programs (OSEP). ECTA supports state Part C and Section 619 programs in developing high-quality early intervention and preschool special education service systems, increasing local implementation of evidence-based practices, and enhancing outcomes for young children with disabilities and their families.

<https://ectacenter.org/about.asp>

From DEC Practices to Using the Tools



Performance checklists help practitioners improve their skills, plan interventions, and self-evaluate their use evidence-based practices.

Practice guides for [practitioners](#) and [families](#) explain the practices and how to do them using videos and vignettes, and also describe how users will know if practices are working.

Each of these products is **available in both English and Spanish.**

<https://ectacenter.org/decrp/>

The screenshot shows the ECTA Center website with the following content:

- Header:** ECTA Early Childhood Technical Assistance Center. Improving Systems, Practices, and Outcomes. Search bar: SEARCHED BY Google.
- Navigation:** About, IDEA, Systems, Practices, Outcomes, Events, Resources.
- Left Sidebar:** Practices, Practice Improvement Tools, Tools by Type, Tools by Topic, Professional Development, aRPy Ambassadors.
- Main Content:**
 - Practice Improvement Tools: Using the DEC Recommended Practices**
 - The Practice Improvement Tools help practitioners implement evidence-based practices. They are based on the [Division for Early Childhood \(DEC\) Recommended Practices](#). These tools and resources guide practitioners and families in supporting young children who have, or are at-risk for, developmental delays or disabilities across a variety of early childhood settings.
 - Performance checklists** help practitioners improve their skills, plan interventions, and self-evaluate their use evidence-based practices. Practice guides for [practitioners](#) and [families](#) explain the practices and how to do them using videos and vignettes, and also describe how users will know if practices are working. Each of these products is available in both English and Spanish.
 - The tools also include an [interactive product selection tool](#) and modules on [evidence-based professional development procedures](#) and [family capacity-building](#).
 - Performance Checklists** for promoting the use of the RPs and for practitioner self-evaluation
 - Listas de verificación** Performance Checklists in Spanish
 - Practice Guides for Practitioners** in print and mobile formats
 - Guías de práctica para el practicante** Practice Guides for Practitioners in Spanish
 - Practice Guides for Families** in print and mobile formats
 - Guías de práctica para las familias** Practice Guides for Families in Spanish
 - aRPy Ambassadors** find one near you!
- Footer:** The ECTA Center is a program of the FPD Child Development Institute of the University of North Carolina at Chapel Hill, funded through cooperative agreement number H326P170001 from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the Department of Education's position or policy. Project Officer: Julia Martin Elle. Logos for UNC, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE, and IDEA are also present.

Example of a Performance Checklist



Each checklist is formatted in the same way for consistency across topic areas

Families Are Full Team Members Checklist

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All team members, including family members, are involved and engaged in various ways and to varying degrees over time. Families need to be supported to increase their level

of involvement as comfort and trust build and as the team grows and learns together.

The checklist indicators can be used by team members individually or together to determine whether true collaboration is taking place. The checklist rating scale can be used for a self-evaluation to determine whether the different practices were used during teaming activities.

Practitioner: _____ Child: _____ Date: _____

Please indicate which practice characteristics you were able to use during teaming activities:	Seldom or never (0 - 25%)	Some of the time (25 - 50%)	As often as I can (50 - 75%)	Most of the time (75 - 100%)	Notes
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Access this checklist and other products at <http://ectacenter.org/decrp>

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Practice Guides for Practitioners

Description of the Practice

Video example of the Practice

Performing the Practice

Illustrative vignette

Recognizing success

Helping Families Be Full Team Members

Families are full team members when they participate in all aspects of assessment, evaluation, IFSP/IEP planning, and implementation of the plan. This is important because families are the most knowledgeable about child and family life and have much to contribute to child and family interventions. It is important to value and incorporate family input throughout the entire assessment and intervention process. This practice guide includes different things practitioners can do to involve family members meaningfully and actively in assessment, planning, and intervention practices.

[Watch a video of this guide](#)

Supporting Families in Active, Meaningful Participation

- Schedule interactions that involve a particular child/family at times and places convenient to the family. This will help the family be more relaxed and willing to participate fully.
- Clearly communicate and demonstrate that family members' input is a valued and a vital part of all assessment, planning, and intervention processes. This is accomplished by asking for family ideas and soliciting their opinions from the very beginning of the assessment process. This helps families recognize their contributions to child growth and learning.
- Providing family members with clear, understandable, and jargon-free information about the purposes of each and every interaction helps them to prepare for and participate in the assessment and intervention process.
- Provide lots of opportunities for family members to discuss openly information that is important to the family. This will help identify and focus on family and child priorities and preferences for assessment and intervention.
- Be sure to use active and reflective listening skills. Remember to listen more than talk during interactions with families. This will encourage families to share information about what would be most helpful for improving child and family functioning.
- The more actively you involve family members in information sharing and informed decision-making, the more likely interactions will include family capacity-building opportunities and consequences.

A Quick Peek

"Is this Mrs. Sears? Hello. My name is Abby Lewis. I'm a teacher with the Early On early intervention program. I understand you called yesterday with some questions and concerns about your son Hal. Is this correct? (Pause). Is this a good time to talk to tell me a little more about those concerns and for us to discuss possible next steps? (Yes). Great. Can you tell me a little bit more about your concerns? (Yes....). Am I hearing you correctly that you are worried about his talking and minding you? (Yes...) If you would like, let's set up a time that I can come to your home for about an hour to see Hal play with some of the things he enjoys and, possibly, for you to show me some of the things that you are concerned about.

I can share more information about Early On and what we do. This will also be a time for you to ask questions and for us to talk about Hal and your family that will help us better understand what might be going on right now. (Pause) You are welcome to pick a time and place that works best for you and Hal. What is a good time during the day for you and Hal? Please feel free to invite anyone else you would like for us to meet with. I'm going to put in the mail today a little more information about the program and what an evaluation-and-assessment process is all about. See you next week!"



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You'll know the practice is working if...

- Families are actively engaged in conversations with providers
- Families offer suggestions and ideas about activities and strategies to help their child
- Families report feeling valued and respected by other team members

This practice guide is based upon the following *DEC Recommended Practices*: Teaming and Collaboration 1, 2, 3, 5

The DEC Recommended Practices are available at <http://dec-sped.org/recommendedpractices>

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Helping Families Be Full Team Members

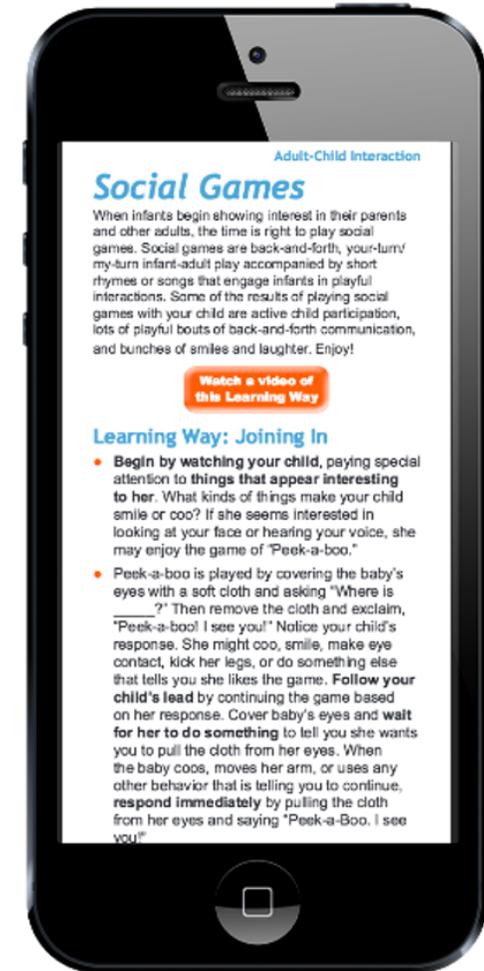
Families are full team members when they participate in all aspects of assessment, evaluation, IFSP/IEP planning, and implementation of the plan. This is important because families are the most knowledgeable about child and family life and have much to contribute to child and family interventions. It is important to value and incorporate family input throughout the entire assessment and intervention process. This practice guide includes different things practitioners can do to involve family members meaningfully and actively in assessment, planning, and intervention practices.

Learning Guide: Supporting Families in Active, Meaningful Participation

- Schedule interactions that involve a particular child/family at times and places convenient to the family. This will help the family be more relaxed and willing to participate fully.
- Clearly communicate and demonstrate that family members' input is a valued and a vital part of all assessment, planning, and intervention processes. This is accomplished by asking for family ideas and soliciting their opinions from the very beginning of the assessment process. This helps families recognize their contributions to child growth and learning.
- Providing family members with clear, understandable, and jargon-free information about the purposes of each and every interaction helps them to prepare for and participate in the assessment and intervention process.
- Provide lots of opportunities for family members to discuss openly information that is important to the family. This will help identify and focus on family and child priorities and preferences for assessment and intervention.
- Be sure to use active and reflective listening skills. Remember to listen more than talk during interactions with families. This will encourage families to share information about what would be most helpful for improving child and family functioning.
- The more actively you involve family members in information sharing and informed decision-making, the more likely interactions will include family capacity-building opportunities and consequences.

Watch a video of
this Learning Guide

You'll know the practice is
working if ...



Practice Guides for Families

Description of the Practice

Video example of the Practice

Performing the Practice

Illustrative vignette

Recognizing success

Sharing What You Know with Professionals

Working with practitioners provides you with many opportunities to share information and ideas about your child's likes, interests, and challenges. You know your child best and can describe the many things you have done to help your child learn and grow. You can explain what you would like help with now. You also have knowledge and life experiences that other team members will likely not have. You have much to contribute to help other team members learn about your child and family. This practice guide includes ideas and strategies that will help you share information with team members.

[Watch a video of this guide](#)

Sharing Information with Other Team Members

- Sharing information about your child's likes, dislikes, and interests will help other team members learn about your child and what might work best to support his learning. It will help them adjust ideas and activities to better fit your child. Sharing information can happen during every meeting and not just during the assessment process.
- Share information about what happens with your child on a typical day, the kinds of activities your family likes to do, and things you would like your child to be able to do. This information, along with information about your lifestyle and culture, can help team members develop interventions that can become part of your child's and family's daily routines and activities.
- Trying out ideas and activities team members have suggested based on your input helps other members learn about the kinds of support that will be most helpful to you and your child. When you and another team member are face-to-face or trying out a new idea, you will be able to see if that particular strategy works for you and your child.
- Being open to trying new ideas that other team members suggest will give you the opportunity to provide feedback about what ideas work best for you.

A Quick Peek

On a home visit, the teacher and physical therapist (PT) are with Celina and her 20-month-old outside in the front yard. Celina is seven months pregnant and having a difficult time carrying Alejandro up the steps to their front door. They have been working for several months on independent walking in the house and in the yard which Alejandro is now doing well. The PT and teacher make several suggestions that they try with Celina on the first five steps. Patting her expanding belly, Celina reminds them that she cannot bend over to assist him as they can. They next try to see if he can steady himself by holding onto the railing, but it's too far over his head. Celina's dad has carpentry skills, so she asks the team members to help her figure out how high the railing should be and what it should look like. Then she calls her dad who lives only a few blocks away. When he comes over, the PT explains what the team thinks will help, and Alejandro's grandpa says he can have it done easily in a few days. A follow-up visit is scheduled for Monday, so they can help Alejandro use the new railing together.



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You'll know the practice is working when...

- You have opportunities to provide information about your child and family during ALL interactions with other team members
- Activities and interventions are customized to fit your child and family's life and preferences
- You learn useful things from other team members and feel that they also learn from you

This practice guide is based upon the following *DEC Recommended Practices*: Teaming and Collaboration 1, 2, 3, 4

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Access this practice guide and other products at <http://ectacenter.org/decrp>
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Practice Guides in Spanish

Comunicación de Sus Conocimientos a Profesionales

Trabajar con profesionales da muchas oportunidades de intercambiar información e ideas sobre los gustos, intereses y dificultades del niño. Usted es quien mejor conoce a su niño y solo usted puede describir lo mucho que ha hecho para ayudarlo a aprender y crecer. Usted puede explicar con qué desearía que lo ayudaran ahora. Usted también tiene conocimientos y experiencias de la vida que los otros integrantes del equipo probablemente no tienen. Es decir, usted tiene mucho que contribuir para ayudar a los otros integrantes del equipo a conocer al niño y a su familia. Esta guía de práctica contiene ideas y estrategias que lo ayudarán a comunicar sus conocimientos a los integrantes del equipo.

Vea un video de esta guía de aprendizaje

Comunicación de sus Conocimientos a Otros Miembros del Equipo

- Comunicarles a los otros integrantes del equipo lo que usted sabe sobre los gustos, aversiones e intereses del niño les permite conocerlo y saber lo que podría dar resultados óptimos a la hora de favorecer su aprendizaje. Lo que les comunique les permitirá escoger las ideas y actividades que mejor se ajusten al niño. Esta comunicación de conocimientos puede ocurrir en cada reunión y no solo durante el proceso de evaluación.
- Comunique sus conocimientos sobre lo que ocurre con el niño en un día común y corriente, los tipos de actividades que le gustan a su familia y lo que a usted le gustaría que el niño aprendiera a hacer. Esta información personal, combinada con datos sobre su estilo de vida y su cultura, puede facilitarles a los integrantes del equipo el desarrollo de intervenciones que pasen a formar parte de los procedimientos de rutina y las actividades cotidianas del niño y su familia.
- Poner a prueba las ideas y actividades que los integrantes del equipo han sugerido basándose en sus comentarios les permite saber cuál es el apoyo de mayor utilidad para usted y el niño. Cuando se reúnan en persona o pongan a prueba una nueva idea, usted y otros integrantes del equipo podrán ver si la estrategia en particular le sirve a usted y al niño.
- Mantener una actitud abierta a las ideas que otros integrantes del equipo sugieren le permite a usted hacer comentarios sobre las ideas de máxima utilidad para usted.



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Vistazo rápido

En una visita a domicilio, la maestra y la fisioterapeuta se reúnen con Celina y su niño de 20 meses en el patio delantero de su casa. Celina está embarazada de siete meses y le cuesta subir los escalones del porche con su hijo Alejandro en brazos. Celina y Alejandro llevan varios meses trabajando para que el niño camine solo por la casa y por el patio. A Alejandro le está yendo muy bien con esto. La maestra y la fisioterapeuta hacen varias sugerencias que ponen a prueba con Celina para que Alejandro suba sin ayuda los cinco escalones del porche. Tocándose el vientre, Celina les recuerda que no puede inclinarse como ellas para ayudar a Alejandro.

Luego ven si Alejandro puede subir agarrándose a la barandilla, pero la barandilla es muy alta para él. El padre de Celina sabe carpintería, así que Celina les pide a los integrantes del equipo que la ayuden a averiguar qué tan alta y cómo debe ser la barandilla para que le sirva a Alejandro. Luego llama a su padre, que vive a solo unas cuerdas de ahí. Cuando el padre llega, la fisioterapeuta le explica lo que el equipo considera necesario y el abuelo de Alejandro dice que puede hacerlo fácilmente en unos pocos días. El equipo fija una visita de seguimiento para el lunes a fin de ayudar a Alejandro a subir los escalones apoyándose en la nueva barandilla.

Usted sabrá que la práctica funciona si...

- Usted puede dar información sobre el niño y sus familiares en TODAS las interacciones con otros integrantes del equipo.
- Las actividades e intervenciones se personalizan para que se adapten a la vida y las preferencias del niño y la familia.
- Los otros integrantes del equipo le enseñan a usted cosas útiles y usted siente que ellos también aprenden de usted.

This practice guide is based upon the following DEC Recommended Practices: Teaming and Collaboration 1, 2, 3, 4

The DEC Recommended Practices are available at <http://dec-sp.ed.org/recommendedpractices>

Access this practice guide and other products at <http://ectacenter.org/decrp>

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aRPy Ambassador Program: A unique Partnership

A unique partnership between the ECTA Center, DEC and the Regional B Parent Technical Assistance Center at Parent to Parent of Georgia (on behalf of the Parent Center Network). The aim is to bring awareness to the DEC Recommended Practices, support the dissemination and use of these practices by practitioners and families, and promote associated Practice Improvement Tools.



aRPy Ambassador Program

Accessing regional ambassadors

<https://ectacenter.org/decrp/arp/ambassadors.asp>



Resources from Division for Early Childhood (DEC) and the Early Childhood TA Center (ECTA)

- DEC Recommended Practices

- The DEC Recommended Practices were developed to provide guidance to practitioners and families 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.

- <https://www.dec-sped.org/dec-recommended-practices>

- ECTA Practice Improvement Tools

- The **Practice Improvement Tools** help practitioners implement evidence-based practices. They are based on the [Division for Early Childhood \(DEC\) Recommended Practices](#). These tools and resources guide practitioners and families in supporting young children who have, or are at-risk for, developmental delays or disabilities across a variety of early childhood settings.

- <https://ectacenter.org/decrp/>

Resources from DEC and ECTA Center

Practice Improvement Tools

<https://ectacenter.org/decrp/>

Performance Checklists (English and Spanish)

<https://ectacenter.org/decrp/type-checklists.asp>

<https://ectacenter.org/decrp/type-checklists-sp.asp>

Practice Guides for Practitioners (English and Spanish)

<https://ectacenter.org/decrp/type-pgpractitioner.asp>

<https://ectacenter.org/decrp/type-pgpractitioner-sp.asp>

Practice Guides for Families (English and Spanish)

<https://ectacenter.org/decrp/topic-family.asp>

<https://ectacenter.org/decrp/type-pgfamily-sp.asp>



Thank You!

