INTERNATIONAL PARTNERSHIPS TO IMPLEMENT THE
DEC RECOMMENDED PRACTICES

Christina Kasprzak and Marga Cañadas
EARLY INTERVENTION SERVICE

- Family-Centered Services in Natural Environments
- INDIVIDUAL FAMILY SERVICE PLAN

PRESCHOOL

- INCLUSION
- INDIVIDUALIZED EDUCATION PROGRAM

INTERNERSHIP TO UNIVERSITY STUDENTS:
DEGREE, MASTER DEGREE AND PhD

RESEARCH

SUPPORT THE IMPLEMENTATION
EARLY INTERVENTION IN SPAIN
The practices in Spain

- Two or more service providers work with the child at separate times and with little communication between or among them.

- The professional’s working directly with the child.

- Child-level outcomes specify just the domain and we didn’t identify the child’s functional behavior (through observation or caregiver report) that are used in everyday activities.

- The professionals write the objectives without the family participation.

- There aren’t a primary service provider works with the family, with consultation, as needed, from professionals from other disciplines.

- There aren’t Home visit which the visits consist primarily of consultation with/coaching of the family about functional child skills and meeting family-level needs.
L’ALQUERIA UCV

WE HAD AN EXPERT MODEL IN WHICH THE FAMILY ISN’T A MEMBER OF THE TEAM
THE PROFESSIONALS DESIGN AND DECIDE THE INDIVIDUAL FAMILY SERVICE PLAN AND GIVE
THE PARENTS A COPY. THEY ARE ONLY RECEPTORS OF INFORMATION.
SERVICES BASED ON THERAPIES FOR THE CHILDREN
PARENTS ARE OUTSIDE OF THE ROOM OR INSIDE BUT THEY ONLY OBSERVE THE PROFESSIONALS WORKING WITH THE CHILD TO LATER ON IMITATE (OR REPEAT) THOSE ACTIVITIES AT HOME
We Knew the DEC Recommended Practices...
Services to support the family offer their children opportunities as part of everyday learning.
We understood that we had to change our practices and we started with the implementation of the Routine Based Model (McWilliam) in 2011.

Dª Ana Maria Serrano.
University of Minho.
Portugal
AEIPI
ASOCIACIÓN ESPAÑOLA DE INTERVENCIÓN EN LA PRIMERA INFANCIA
IBEROAMERICAN EARLY INTERVENTION NETWORK

RED IBEROAMERICANA DE ATENCIÓN TEMPRANA (RIAT)
We know that the interventions with young children and family members must be based on explicit principles, validated practices and the best available research.

BUT, hard to know what is the best water to drink from The information is in english, the articles are expensive, the families and professionals are sold too many miracle therapies.
Resources to Support Use of the DEC Recommended Practices

Christina Kasprzak, Director, ECTA Center
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. They include performance checklists, practice guides, and guidance materials.

The performance checklists help practitioners improve their skills, plan interventions, and self-evaluate their use of evidence-based practices. Practice guides for practitioners and families explain the practices and how to do them using videos and vignettes. They describe how practitioners will know if practices are working. The tools also include an interactive product selection tool and professional development modules.

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

**Practice Guides for Practitioners**
in print and mobile formats

**Practice Guides for Families**
in print and mobile formats

**aRPy Ambassadors**
find one near you!
RP Products by Type: Performance Checklists

These **Performance Checklists** are intended for practitioners (and leaders where noted) to increase their understanding and use of the DEC Recommended Practices and for self-evaluation of one's use of the practices.

*Read more about how we developed these checklists...*

The Checklists are listed below by the DEC Recommended Practices topics:

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

If you have used any of these performance checklists, we would appreciate your feedback!
Example of a Performance Checklist

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

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 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.
Please indicate which practice characteristics you were able to use during teaming activities:

<table>
<thead>
<tr>
<th></th>
<th>Seldom or never (0 - 25%)</th>
<th>Some of the time (25 - 50%)</th>
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<th>Most of the time (75 - 100%)</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inform families that they are the experts on their child and are important members of the team</td>
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<td>2.</td>
<td>Ask families if they prefer to be addressed as Ms./Mr. or by first names and honor their preferences</td>
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<td>3.</td>
<td>Include families in identifying a practitioner from the team who will serve as the primary liaison between the family and other team members</td>
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<td>4.</td>
<td>Share all information that is available to practitioners with families in a complete and non-biased manner</td>
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<td>5.</td>
<td>Share information with the family that is jargon-free so that family members can understand and participate in conversations and decisions</td>
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<td>6.</td>
<td>Provide multiple opportunities for families to meet with other team members and discuss information openly</td>
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<td>7.</td>
<td>Schedule all meetings pertinent to the family and child at times and locations convenient for the family</td>
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<td>8.</td>
<td>Prepare families for each interaction and solicit their input and ideas prior to any formal meeting</td>
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<td>9.</td>
<td>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</td>
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<td>10.</td>
<td>Establish a climate that allows ALL team members to feel comfortable, share ideas, ask questions, suggest activities, and solve problems together</td>
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<td>11.</td>
<td>Accept and support families’ decisions in all ongoing interactions</td>
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This checklist 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
Access this checklist and other products at http://ectacenter.org/decrp
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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. They include performance checklists, practice guides, and guidance materials.

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**Performance Checklists**

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What exactly are the DEC Recommended Practices?
Find out in this Quick Overview!

Did you know?
The DEC RPs are also available in Spanish!
Practice Guide

Description of the Practice

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. It 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.

Performing the Practice

- 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 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.

Illustrative vignette

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 he 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?"

Recognizing success

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

Video example of the Practice

Watch a video of this guide

This practice guide is based upon the following DEQ Recommended Practices: Teaming & Collaboration 1, 2, 3, 5. The DEQ Recommended Practices are available at http://dec-sped.org/recommendedpractices

Access this practice guide and other products at http://ectacenter.org/decp

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Mobile Access for Practice Guides

Social Games

When infants begin showing interest in their parents and other adults, the time is right to play social games. Social games are back-and-forth, your-turn/my-turn infant-adult play accompanied by short rhymes or songs that engage infants in playful interactions. Some of the results of playing social games with your child are active child participation, lots of playful bouts of back-and-forth communication, and bunches of smiles and laughter. Enjoy!

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Watch a video of this Learning Way

Learning Way: Joining In

- Begin by watching your child, paying special attention to things that appear interesting to her. What kinds of things make your child smile or coo? If she seems interested in looking at your face or hearing your voice, she may enjoy the game of “Peek-a-boo.”

- Peek-a-boo is played by covering the baby’s eyes with a soft cloth and asking “Where is ?” Then remove the cloth and exclaim, “Peek-a-boo! I see you.” Notice your child’s response. She might coo, smile, make eye contact, kick her legs, or do something else that tells you she likes the game. Follow your child’s lead by continuing the game based on her response. Cover baby’s eyes and wait for her to do something. If she wants you to pull the cloth from her eyes. When the baby coos, moves her arm, or uses any other behavior that is telling you to continue, respond immediately by pulling the cloth from her eyes and saying “Peek-a-boo, I see you.”
Participating on Your Child’s Team

Early childhood staff that work with your family work as a team. You are an important member of this team. You are the most knowledgeable person about your child, your family, and what you want to see happen to help your child learn and grow. As a team member, it is important to share information about your child during your child’s evaluation and assessment and to identify what you want to work on with your child. Helping to develop your child’s intervention plan—Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP)—is also important. Your interactions with other team members provide opportunities to try out ideas, make suggestions, and provide feedback about what is or is not working. This practice guide includes different things that can help you be involved actively and meaningfully with other team members.

Families Becoming Active Team Members

- At first, you might not know the other members of your child/family early intervention team, and it might feel awkward to participate in meetings. It takes time to build trusting relationships, and, over time, everyone on the team will become more comfortable with one another.
- Always feel free to ask team members about their roles, professional training, and what they like about working with young children. Besides getting to know them better, you’ll learn how team members may be most helpful to you and your child.
- Avoid information overload! You will be getting lots of verbal and written information. Feel free to ask other team members about words or terms you may not understand. This is a new journey for your family.

A Quick Peek
Karen, an early intervention provider, arrives at a home visit and begins to address the IFSP goal on assisting two-year-old Amelia to use single words. Marcy, her mom, says it’s nice to have a “conversation” with Amelia, but she just wishes Amelia wouldn’t shriek at mealtime and would eat more varied foods. Marcy tells Karen the screaming at mealtimes is a serious problem, and she’s worrying whether Amelia is even getting enough food as she only wants pureed baby food. Together they talk about what may be happening. Marcy says it’s close to lunch time and asks Karen to stay and observe her trying to feed Amelia. After several minutes, Karen suggests they ask the team’s speech and occupational therapists to come assess Amelia to see if there are any physical reasons for her strong reaction to some foods. And they could also advise Marcy how she might help Amelia try new foods. Marcy says that is a good idea. Karen thanks Marcy for speaking up about these new concerns saying this is why Marcy is the most important member of Amelia’s team.

You’ll know the practice is working when...
- You feel your questions and concerns are answered to your satisfaction.
- You are comfortable making suggestions and providing your input.
- You feel supported in the decisions you make.
El personal de temprana edad asignado a su familia trabaja en equipo. USTED es un integrante importante de este equipo. Usted es la persona más informada respecto al niño, a su familia y a lo que quiere que suceda para que el niño aprenda y crezca. Como integrante del equipo, es importante que durante la evaluación usted dé información sobre el niño y determine las áreas en que desea que se trabaje con el niño. También es importante que contribuya al desarrollo del plan de intervención del niño – el Plan de Servicio Familiar Individualizado (Individualized Family Service Plan, IFSP) o el Programa de Educación Individualizado (Individualized Education Program, IEP). Sus interacciones con otros integrantes del equipo permitirán probar ideas y hacer sugerencias y comentarios sobre lo que funciona o no funciona. Esta guía de práctica contiene una serie de elementos que pueden ayudarlo a colaborar activa y significativamente con otros integrantes del equipo.

Padres, Madres y Familiares como Integrantes Activos del Equipo
- Es posible que al principio, usted no conozca a los otros integrantes del equipo de intervención a temprana edad y que por lo tanto se sienta incómodo en las reuniones. Lleva tiempo formar relaciones de confianza pero, poco a poco, todos los integrantes del equipo terminarán por sentirse bien trabajando en grupo.
- No dude en preguntarle a los integrantes del equipo cuáles son sus roles, su capacitación profesional y lo que les gusta de su trabajo con niños menores. Además de conocerlos mejor, usted podrá ver la manera en que los integrantes del equipo pueden atenderlos optimamente a usted y al niño.
- ¡Evite la sobrecarga de datos! Le van a dar muchos datos por escrito y de palabra. No dude en pedirles a otros integrantes del equipo que le expliquen las palabras o términos que no entienda. Este es territorio desconocido para usted y sus familiares.

Vistazo rápido
Karen, profesional de intervención a temprana edad, llega a una visita a domicilio y comienza a abordar el objetivo del IFSP de enseñarle a Amelia, niña de dos años, a decir palabras individuales. Marcy, la madre de Amelia, dice que es agradable “conversar” con la niña, pero que además ella le gustaría que Amelia no gritara a la hora de comer y que aceptara una mayor variedad de alimentos. Marcy le dice a Karen que los gritos a la hora de comer son un problema grave, y que le preocupa que quizás Amelia no se esté alimentando bien, ya que solo acepta comida para bebés en forma de puré. Marcy y Karen hablan de lo que puede estar pasando. Marcy dice que es casi la hora del almuerzo y le pide a Karen que se quede y la observe tratando de alimentar a Amelia. Después de varios minutos, Karen sugiere que les pidan a los logopedas y terapeutas ocupacionales del equipo que vengan a evaluar a Amelia para ver si hay alguna razón física que explique su fuerte reacción contra algunos alimentos. Además, estos profesionales podrían decidir a Marcy cómo lograr que Amelia pruebe otros alimentos. Marcy dice que eso es buena idea. Karen le agradece a Marcy la conversación sobre estas nuevas preocupaciones, diciéndole que esa es la razón por la cual Marcy es la integrante más importante del equipo de Amelia.

Usted sabrá que la práctica funciona si...
- Usted está satisfecho con las respuestas a sus preguntas y preocupaciones.
- Usted se siente bien haciendo sugerencias y dando su opinión.
- Usted se siente apoyado en lo que se refiere a las decisiones que toma.

This practice guide is based upon the following DEC Recommended Practices: Teaming & Collaboration 1, 2, 3, 5. The DEC Recommended Practices are available at http://dec-sp ed.org/recommendedpractices
Access this practice guide and other products at http://ectacenter.org/decpr
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Let’s See It

## Informed Family Decision-Making Practices Checklist

This checklist includes the kinds of practitioner help-giving practices that can be used to engage parents in informed decision-making in ways that are responsive to family concerns and priorities.

The help-giving behavior includes practices that provide parents information, advice, and guidance in ways that lead to the identification of child, parent, or family outcomes and the resources and supports needed to achieve those outcomes. The practices are used in conjunction with family-centered practices and family engagement practices.

The checklist indicators can be used by a practitioner to plan interactions with a parent or other family member to engage them in making informed choices about courses-of-action to address family concerns and priorities. The checklist rating scale can be used to do self-evaluation to determine if the practice characteristics appropriate to a family’s situation were used as part of practitioner-parent interactions.

<table>
<thead>
<tr>
<th>Practitioner:</th>
<th>Child:</th>
<th>Date:</th>
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</table>

### Please indicate which practice characteristics you were able to use as part of prompting informed family decision-making:

<table>
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<tr>
<th>Seldom or never</th>
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<td>(50 - 75%)</td>
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1. Interact with the parents in ways that are sensitive and responsive to the family’s unique situation

2. Engage the parents in descriptions of their concerns and priorities, including their interests and aspirations for the family and their children

3. Engage the parents in identifying family concerns, priorities, and circumstances that are most important to them

4. Summarize the parent-identified concerns and priorities in a way that provides opportunities for the parents to set goals and desired outcomes

5. Engage the parents in descriptions of the types of supports and resources that would be most helpful for achieving identified goals and outcomes

6. Provide the parents information about additional supports and resources they might consider to achieve identified goals and outcomes

7. Together with the parents, develop and implement an intervention plan to obtain identified supports and resources

This checklist is based upon the following DEC Recommended Practices: Family 1, 2, 3, 4, 7. The DEC Recommended Practices are available at http://dec-sped.org/recommendedpractices

Access this checklist and other products at http://ectacenter.org/decrp

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F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.
6. Provide the parents information about additional supports and resources they might consider to achieve identified goals and outcomes.
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.
You should expect to receive complete and unbiased information from professionals so that you can make informed choices and decisions. You will want to consider different options and the possible outcomes of different choices for you, your child, and your family before making a decision. Professionals who work with parents in a family-centered manner can help you decide which choices make most sense for your family.
• You are provided information you need to make good choices
• You feel good about the support and resources that you have chosen
• You feel the practitioner is “on your side”
TRANSLATION AND ADAPTATION OF THE CHECKLIST AND THE GUIDES TO SPANISH

1- ECTACENTER AND C. DUNST - Authorization

2- AEIPI – Translation

3- L’ Alquería – Review and adapte terms

4- field-tests of checklists and early intervention practice guides.
Response to practitioners’ suggestions and feedback
IBEROAMERICAN EARLY INTERVENTION NETWORK
RED IBEROAMERICANA DE ATENCIÓN TEMPRANA
RIAT
✓ WE HAVE WALKED A LONG WAY
✓ WITH UPS AND DOWNS
✓ OVERCOMING BARRIERS
  ▪ Professionals feeling insecurity for the changes.
  ▪ The families don’t understand the changes. Baffled families.

✓ BUT WE KNOW THAT WE NEED TO CONTINUE LEARNING AND ADVANCING
OBJECTIVE:
Work together to support high-quality countries paired with the implementation of effective practices.
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