CONNECTing Professional Development to DEC Recommended Practices & Policies

Pam Winton & Chih-Ing Lim
Presentation at 2014 DEC Conference, St. Louis, MO

http://community.fpg.unc.edu

Agenda

What are the 2014 DEC Recommended Practices (RP) and Position Statement on Inclusion and how are they aligned?

What are some professional development resources that support the DEC policy statements?

How might you promote the implementation of the DEC policies through PD?

Context: Focus on Clinical Practice

TRANSFORMING TEACHER EDUCATION THROUGH CLINICAL PRACTICE: A NATIONAL STRATEGY TO PREPARE EFFECTIVE TEACHERS

Fall, 2010

CONNECT

Context: Early Childhood Teachers are Expected to Use Evidence-Based Practice

However...

- Lack of consensus on definition of EBP

- Issue of how to incorporate EBP into professional development to effectively support early educators.

Evidence-Based Practice is......

identifying specific research-based practices

A decision-making process that **integrates** the best available research evidence with family & professional wisdom & values

...been validated through... ...rigorous review process...

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006; Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

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2014 DEC Recommended Practices in Early Intervention/Early Childhood Special Education

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

Process for Identifying Recommended Practices

Experience & Professional Wisdom

Research-Based Practices

Field Validation

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Parameters for Revised RP

Population: young children, birth-5 (through kindergarten), who have or are at-risk for developmental delays and disabilities; not limited to those eligible for IDEA services (e.g., children with severe challenging behavior)

Build on, but not duplicate, practice guidelines or standards for typical early childhood settings (e.g., developmentally appropriate practice - DAP)
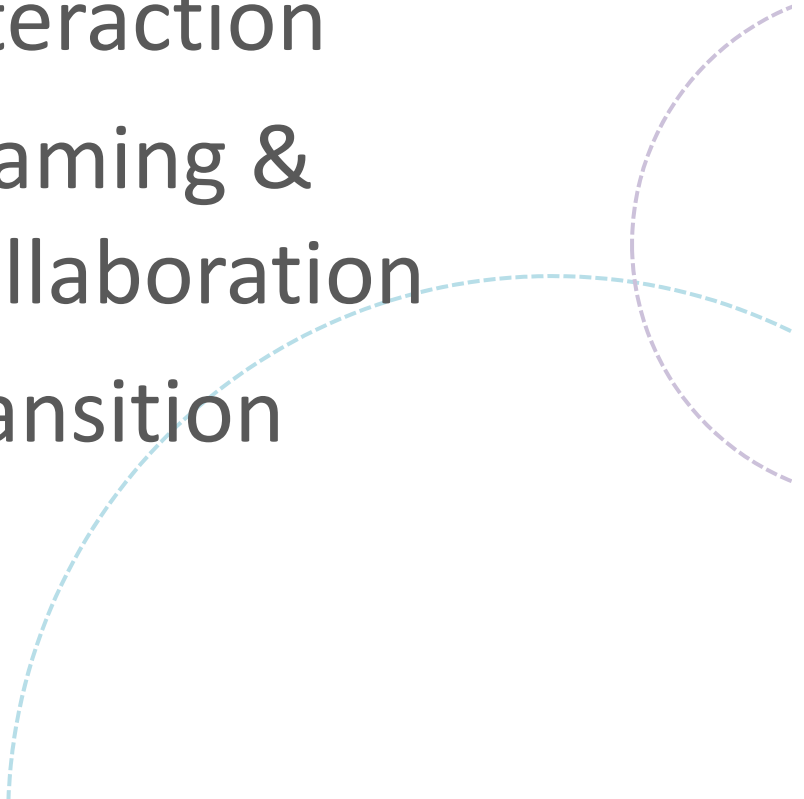
Not disability specific

Supported by research, which may include existing published syntheses

Represent the breadth of each identified topic area

Observable

Can be delivered in all settings including natural/inclusive environments
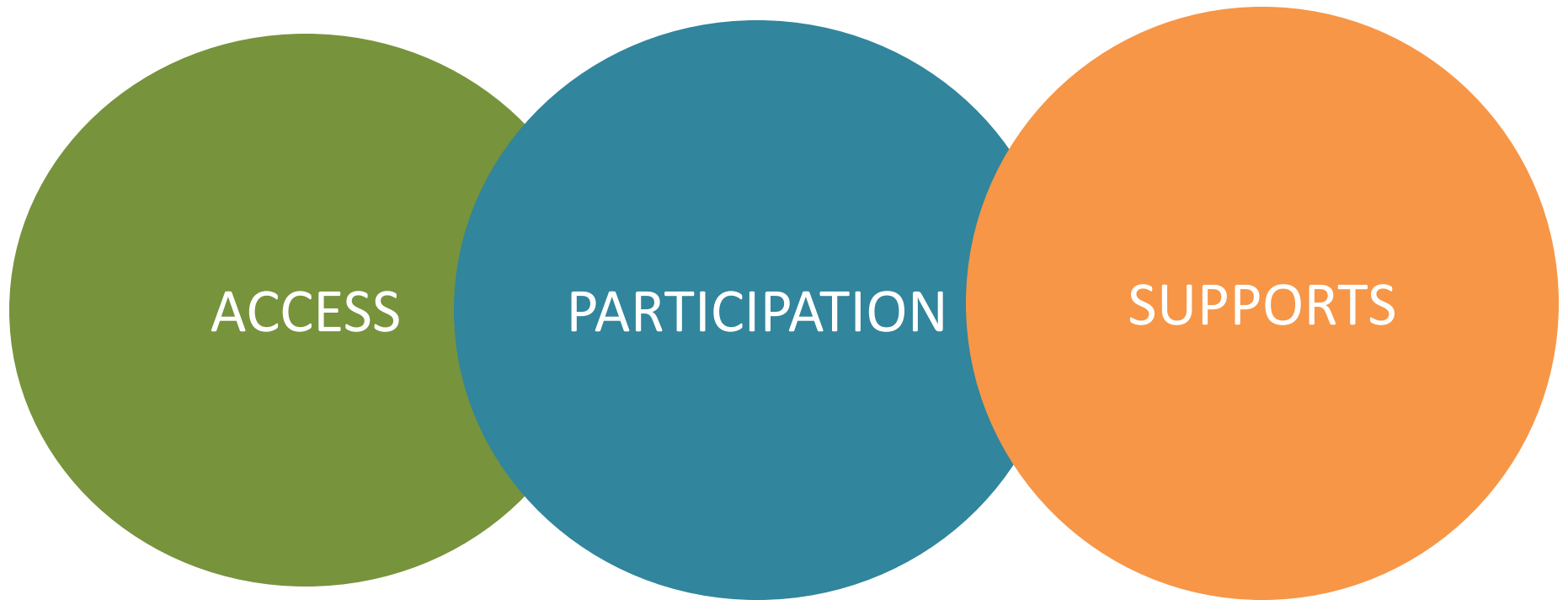
Eight Topic Areas: 62 Practices

- Leadership
- Assessment
- Environment
- Family

- Instruction
- Interaction
- Teaming & Collaboration
- Transition

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Another DEC Policy: Defining Inclusion

Early Childhood Inclusion:
A Joint Position Statement of DEC and NAEYC

... three defining features of inclusion

ACCESS

PARTICIPATION

SUPPORTS

Process for Developing Joint Position Statement on Early Childhood Inclusion

Commitment of DEC & NAEYC Leadership

Experience & Professional Wisdom of DEC & NAEYC membership

V

Field Validation

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One key factor: Professional Development

Faculty and PD Providers are Expected to Incorporate EBP into their Work

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CONNECTing DEC Policies with Professional Development

ACCESS
Assessment
Environment

PARTICIPATION
Instruction
Interaction

SUPPORTS
Family
Teaming &
Collaboration
Transition
Leadership
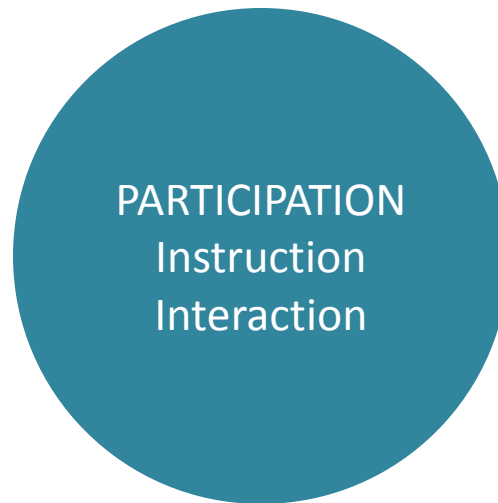
- Align each key feature of inclusion with DEC Recommended Practices
- Share related professional development resources

HANDOUT

Aligning DEC Joint Position Statement on Inclusion with DEC Recommended Practice Topics and PD Resources

Handout for Winton, P., & Lim, C.-I. (2014). *CONNECTing CONNECT Modules to 2014 DEC Recommended Practices in Early Intervention/Early Childhood Special Education.* Presentation at 2014 DEC Conference. St. Louis, MO.

Essential Feature of Inclusion	DEC Recommended Practice Topics	Examples of DEC RP	Examples of PD Resources
Access	¶ ¶ ¶ ¶ ¶ ¶ ¶ Environment	E4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences. ¶ ·¶ E5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences	**Why Do It?** Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2010). Effects of different types of adaptations on the behavior of young children with disabilities. *Tots n Tech Research Institute. Research Brief 4(1).* ¶ **Read All About It** Mulligan, S. (2003). Assistive technology: Supporting the participation of children with disabilities. *Beyond the Journal: Young Children on the Web.* **http://journal.naeyc.org/btj/200311/ assistivetechnology.pdf** ¶ **See for Yourself** CONNECT Module 5: Assistive Technology
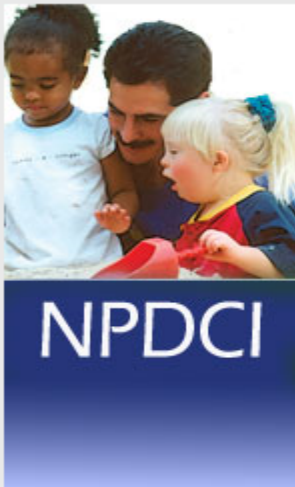
PD Resources: http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads

NPDCI

Quality Inclusive Practices: Resources and Landing Pads

Author(s) or Presenter(s): NPDCI

Publication Date: October, 2012

NPDCI has developed a document, Research Synthesis Points on Quality Inclusive Practices that provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. These practices are organized into three major sections corresponding to the defining features of high quality early childhood inclusion as described in *Early Childhood inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*

Locate resources to support inclusion through the use of these evidence-based practices at the links provided below. Resources are organized into 4 sections: Why Do It? (the evidence-base), Read About It (books, chapters, and articles), See For Yourself (videos and demonstrations), and Find It Online (websites with additional resources). The resources provided are only a sampling of the resources available on these practices.

Practices that Support Access

- Universal Design (UD)/Universal Design for Learning (UDL)
- Assistive Technology (AT)

Practices that Support Participation

- Embedded Instruction and Other Naturalistic Interventions
- Scaffolding Strategies
- Tiered Models of Instruction/Intervention

Practices Relating to Systems-Level Supports

- Professional Development (PD)
- Models of Collaboration

Defining Feature of Inclusion

Access – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.
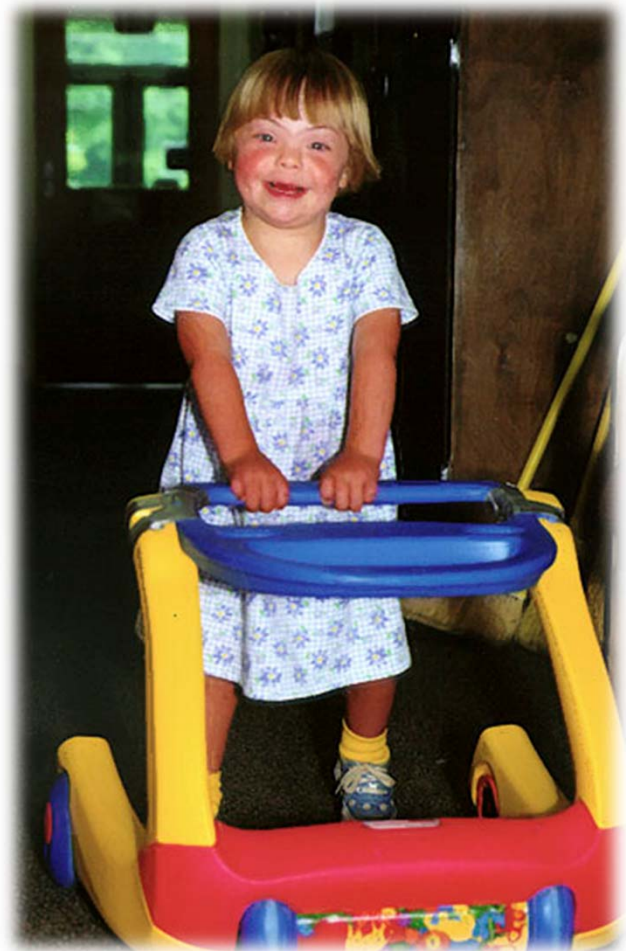
2014 DEC Recommended Practices that Support ACCESS

Assessment (A 1-11)
Environment (E 1-6)

DEC Environmental practices are...

"aspects of the space, materials, equipment, routines and activities that practitioners and families can intentionally alter to support each child's learning across developmental domains." (2014, p. 6)

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DEC Recommended Practice: Environment Example

E4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.

Frank Porter Graham
Child Development Institute

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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NPDCI

Assistive Technology (AT)

AT interventions involve a range of strategies to promote a child's access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment. Combining AT with effective teaching promotes the child's participation in learning and relating to others.

This landing pad highlights research, policies, and position statements (Why Do It?), print materials (Read All About It), videos and DVDs (See for Yourself), and web resources (Find It Online) to support the acquisition and application of information related to this evidence-based practice.

Why Do It?

- Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2010). Effects of different types of adaptations on the behavior of young children with disabilities. *Tots n Tech Research Institute. Research Brief 4*(1).

more resources

Read All About It

- Mulligan,S. (2003). Assistive technology: Supporting the participation of children with disabilities. *Beyond the Journal: Young Children on the Web.*
  📄 http://journal.naeyc.org/btj/200311/assistivetech

more resources

See for Yourself

- CONNECT Module 5: Assistive Technology
  http://community.fpg.unc.edu/connect-modules/learners/module-5
- Family Center on Technology and Disability (presentations)
  http://www.fctd.info/powerpoints

more resources

Find It Online

- AT for infants/toddlers
  http://www.scoe.net/seeds/resources/at/atInfants.h
- AT for preschool

more resources

  http://www.scoe.net/seeds/resources/at/atPreschoo

NPDCI Resource Sheets

Assistive Technology (AT)

AT interventions involve a range of strategies to promote a child's access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment. Combining AT with effective teaching promotes the child's participation in learning and relating to others.

Why Do It? *The evidence base*	• Campbell, P. H., Milbourne, S., Dugan, L. M., & Wilcox, M. J. (2006). A review of evidence on practices for teaching young children to use assistive technology devices. *Topics in Early Childhood Special Education, 26*(1), 3-13. • Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2010). Effects of different types of adaptations on the behavior of young children with disabilities. *Tots n Tech Institute Research Brief, 4*(1). http://tnt.asu.edu/files/Adaptaqtions_Brief_final.pdf • Tots-n-Tech Research Institute http://tnt.asu.edu/
Read About It *Books, chapters, and articles*	• Campbell, P. H., Milbourne, S., & Wilcox, M. J. (2008). Adaptation interventions to promote participation in natural settings. *Infants & Young Children, 21*(2), 94-106. http://depts.washington.edu/isei/iyc/21.2_Campbell.pdf • Mulligan,S. (2003). Assistive technology: Supporting the participation of children with disabilities. *Beyond the Journal: Young Children on the Web.* http://journal.naeyc.org/btj/200311/assistivetechnology.pdf • Sadao, K. C., & Robinson, N. B. (2010). *Assistive technology for young children: Creating inclusive learning environments.* Baltimore, MD: Brookes.
See For Yourself *Videos and demonstrations*	• CONNECT Module 5: Assistive Technology http://community.fpg.unc.edu/connect-modules/learners/module-5 • Family Center on Technology and Disability. Presentations on Assistive Technology. http://www.fctd.info/powerpoints • Tots-n-Tech Research Institute http://tnt.asu.edu/ • Use of Assistive Technology in Early Intervention (webinar) http://www.aucd.org/template/event.cfm?event_id=2825&id=740&parent=740

Find It Online
Websites with additional resources
	• AT for infants/toddlers http://www.scoe.net/seeds/resources/at/atInfants.html
	• AT for preschool http://www.scoe.net/seeds/resources/at/atPreschool.html
	• AT training programs for early intervention providers http://tnt.asu.edu/files/May2012.pdf
	• Assistive technology for infants, toddlers, and young children http://www.nectac.org/topics/atech/atech.asp
	• CONNECT Module 5: Assistive Technology
	    http://community.fpg.unc.edu/connect-modules/learners/module-5
	• Early Childhood and Assistive Technology (PowerPoint presentation) http://www.fctd.info/powerpoints
	• Supporting Early Education Delivery Systems (AT for Infants/Toddlers, AT for Preschool, Training Modules, AT Toolkit)
	    http://www.scoe.net/seeds/resources/at/at.html
	• Tots-n-Tech http://tnt.asu.edu/

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USING TECHNOLOGY AS A TEACHING AND LEARNING TOOL

Assistive Technology
Supporting the Participation of Children with Disabilities

Sarah A. Mulligan

Technology can engage, entertain, and delight young children in ways unheard of as recently as a few years ago. Assistive technology opens the door to learning for many children with disabilities and other special needs. When a child has significant developmental challenges, technology may be the only avenue to express ideas, play with a toy, or demonstrate understanding of developmental concepts. Technology is a powerful tool that can help children be more independent, participate in games and other activities with peers, and communicate preferences. But it is not magic.

Assistive technology refers to both high- and low-tech tools that allow people of all ages to be more independent. For young children with disabilities, technology offers a wide range of equipment to support participation and learning.

Some devices—voice synthesizers, Braille readers, switch-activated toys, and computers—are truly high tech, but many simple, low-tech tools are equally valuable in the early childhood classroom. For example, special handles on utensils and paint brushes, or a handle attached to a stuffed animal, allow a child to grasp without help. Pillows and bolsters make it easy to interact with peers during circle time. Even spoons and forks with short handles or a stool to help a child reach the sink are examples of assistive technology because they do in fact enable the child to do something that would be harder (if not impossible) without help. Such low-tech aids help children with special needs navigate the early childhood environment.

Using technology to help a child with a disability may not be as simple as placing a stool in front of the sink, however. We must consider the level of technology necessary for the child to fully participate, what

Sarah A. Mulligan, M.Ed., is the executive director of the Division for Early Childhood of the Council for Exceptional Children. Her background is in both early childhood and special education, with more than 20 years of experience as a practitioner, consultant, administrator, and trainer.

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See For Yourself

From
CONNECT
Module 5

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Find It Online

[Tots-n-Tech Research Institute](#)

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Pair and Share

Who could benefit from knowing more about DEC practices that increase **ACCESS** for young children with disabilities?

How could these resources help you to share or use information about DEC RP related to ACCESS?

Participation – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.
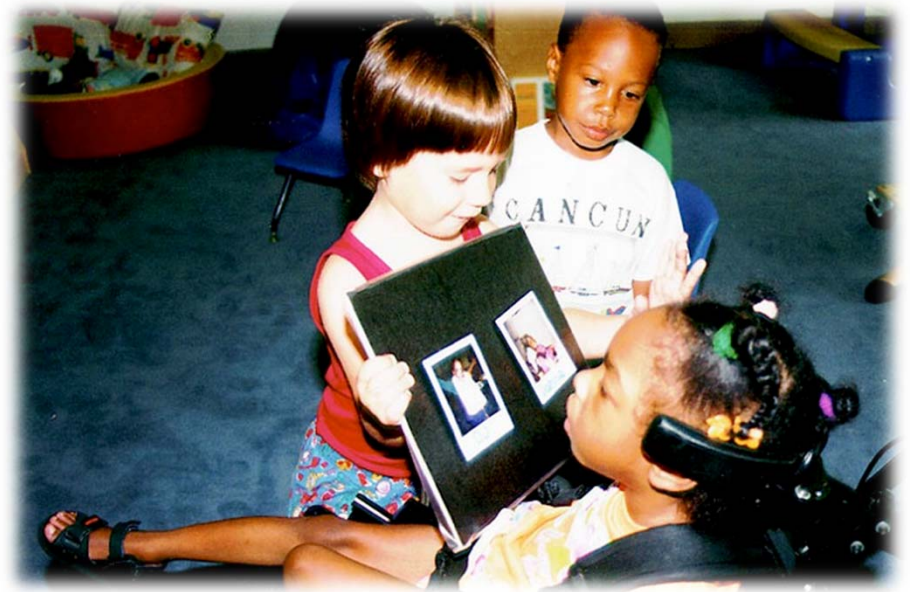
DEC Recommended Practices that Support PARTICIPATION

Instruction (INS 1-13)
Interaction (INT 1-5)

DEC Instructional practices are....

"intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others." (2014, p. 9)

DEC Recommended Practice Instruction Examples

INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

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Read About It

Blended Practices for Teaching Young Children in Inclusive Settings

Jennifer Grisham-Brown
Mary Louise Hemmeter
Kristie Pretti-Frontczak

CARA'S KIT

CARA'S KIT for Toddlers

Creating Adaptations for Routines and Activities

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See for Yourself

From
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Module 1

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Pair and Share

Who could benefit from knowing more about DEC practices that increase **PARTICIPATION** for young children with disabilities?

How could these resources help you to share or use information about DEC RP related to PARTICIPATION?

Teacher's Perspective: What makes ACCESS and PARTICIPATION possible?

Teacher's Perspective (Jackie)

Family's Perspective (Christine)

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Pair and Share

What support does Jackie
need for inclusion to work?

Defining Feature of Inclusion

[Systemic] Supports

Supports – refer to broader aspects of the system such as **professional development**, incentives for inclusion, and opportunities for **communication and collaboration among families and professionals** to assure high quality inclusion.

DEC Recommended Practices that Support **Supports**

Family (F 1-10)
Teaming & Collaboration (TC 1-5)
Transition (TR 1-2)
Leadership (L 1-14)

DEC Recommended Practice: Leadership Example

:

L9. Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.

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CONNECT Modules

Professional Development focused on Inclusion Practices

Evidence-Based Inclusion Practices

Innovation: An Approach for Incorporating EBP into PD

| Step 1 Dilemma | Step 2 Question | Step 3 Evidence | Step 4 Decision | Step 5 Evaluation |

5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions
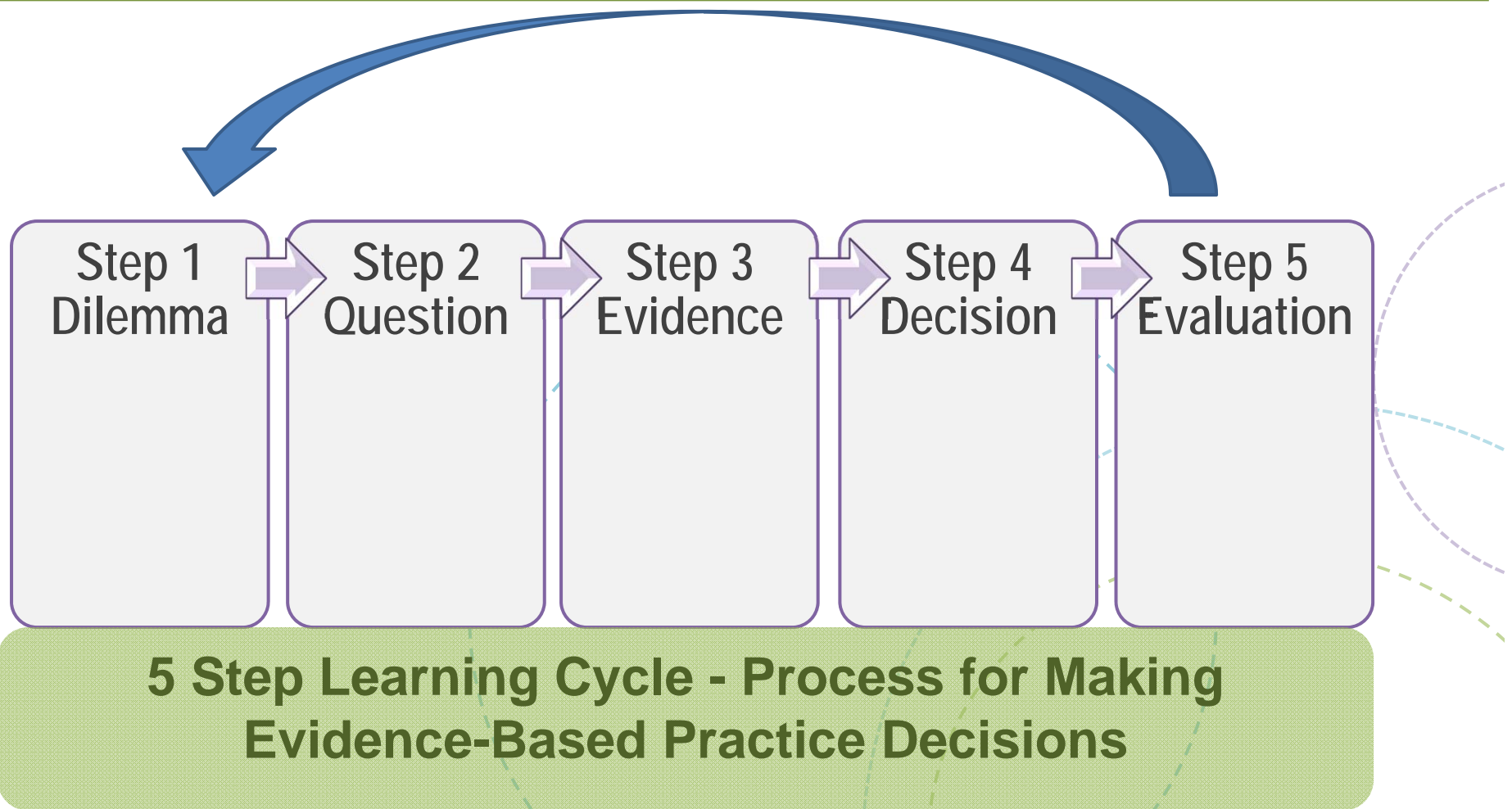
Our Target Audience

- 2-year and 4-year college faculty

- Other professional development providers (e.g., trainers, TA specialists, coaches)

See for Yourself / Find it Online
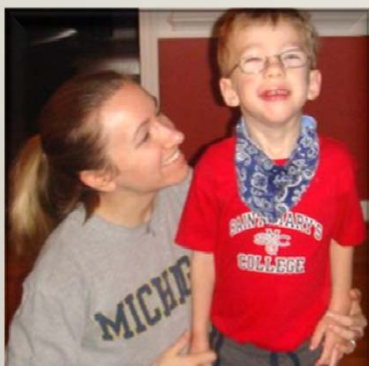
Module 1: Embedded Interventions

Module 2: Transition

Module 3: Communication for Collaboration

Module 4: Family-Professional Partnerships

Module 5: Assistive Technology Interventions

Module 6: Dialogic Reading

Module 7: Tiered Instruction (Social emotional development & Academic learning)

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Connecting Inclusion Policy, Recommended Practices, & CONNECT Modules (handout)

Defining Feature of Inclusion	DEC Recommended Practice Topic Areas	CONNECT Modules
ACCESS	Environment	Module 5
PARTICIPATION	Assessment Environment Instruction Interaction	 Module 1 Module 7
SUPPORTS	Leadership Family Teaming & Collaboration Transition	All Modules Module 4 Module 3 Module 2

CONNECT Connection to DEC & NAEYC Standards

Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

Early Childhood Special Education/Early Intervention (Birth to Age 8)

Module 1: Embedded Interventions	CEC / DEC Initial Standards
NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs **NAEYC Standard 1: Promoting Child Development and Learning** 1a: Knowing and understanding young children's characteristics and needs. **NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families** 4b: Knowing and understanding effective strategies and tools for early education. **NAEYC Standard 6: Becoming a Professional** 6c: Engaging in continuous, collaborative learning to inform practice 6d: Integrating knowledgeable, reflective, and critical perspectives on early education	Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8) (CC= common core; EC = early childhood; K= knowledge; S= Skills) **CEC/DEC Standard 1: Foundations**—Know philosophies, evidence-based principles, laws, and diverse and historical points of view. CC1K4 – Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. Understand the influence of culture, primary language, and social and physical environments. **CEC/DEC Standard 3: Individual Learning Differences**—Know evidence-based practices validated for certain characteristics of learners. EC3 S1 – Develop, implement, and evaluate learning experiences and strategies to characteristics of infants and young children. EC3 S2 – Develop and match learning experiences and strategies that promote the success of children. **CEC/DEC Standard 4: Instructional Strategies**—Possess and use a repertoire of evidence-based instructional strategies to characteristics of learners and settings. CC4K1 – Evidence-based practices validated for specific characteristics of learners and settings. CC4 S2 – Use strategies to facilitate integration into various settings. CC4 S4 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs. EC4 S1 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community. EC4 S2 – Facilitate child-initiated development and learning. **CEC/DEC Standard 5: Learning Environments and Social Interactions**—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement. CC5 S4 – Design learning environments that encourage active participation in individual and group activities. EC5 S1 – Select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments. EC5 S2 – Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. EC5 S3 – Embed learning opportunities in everyday routines, relationships, activities, and places. EC5 S4 – Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers. **CEC/DEC Standard 6: Language**—Understand typical and atypical language development and individualized strategies to enhance language and communication skills. CC6 S1 – Use strategies to support and enhance communication skills of individuals with exceptional learning needs. **CEC/DEC Standard 7: Instructional Planning**—Develop long- and short-range goals. EC7 S6 – Develop individualized plans that support the child's independent functioning in the child's natural environments. EC7 S7 – Develop an individualized plan that supports the child's development and learning needs. EC7 S8 – Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds. **CEC/DEC Standard 9: Professional and Ethical Practice** CC9 S13 – Demonstrate commitment to engage in evidence-based practices. EC9 S6 – Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.

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CONNECT: The Center to Mobilize Early Childhood Knowledge

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CONNECT Modules Workshop Discussion Board
The CONNECT team enjoyed meeting

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CONNECT Module 6: Dialogic Reading Practices

Meet Tenisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class.

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Video tutorials, which are quick guided tours of the CONNECT Modules site, will introduce you to the site, how to use it, and where to look for information.

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Take a brief survey to let us know about your experience using the CONNECT Modules website.

Take the Survey

Module Resources for Instructors

📄 Textbooks that align with CONNECT Modules

📄 Courses in which faculty have embedded CONNECT Modules

📄 Overview of CONNECT Module Development, Design, Evaluation and Implementation

📄 Personnel Preparation Standards & CONNECT Modules

📄 Brief descriptions of the CONNECT Modules

Need Help?

Contact us directly at: connect@unc.edu or, post your questions to: Getting Started Q&A Discussion

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For Instructors

Dashboards are instructor homepages for each module. They contain links to all learner materials as well as instructor materials, including: activity guides, personnel preparation standards, OSEP indicators and outcomes, and downloadable versions of videos and audio clips.

Module 1: Embedded Interventions

Module 1 focuses on the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Go to Dashboard >

Module 2: Transition

Module 2 focuses on practices to help support children and families as they transition among programs in the early care and education system.

Go to Dashboard >

Module 3: Communication for Collaboration

Module 3 focuses on communication practices that can be used to promote collaboration with professionals and families in early care and education, and intervention settings.

Go to Dashboard >

Module 4: Family-Professional Partnerships

Module 4 focuses on practices related to building trusting family-professional partnerships when working with families of young children.

Go to Dashboard >

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Instructor Supports

Learn more about the CONNECT project

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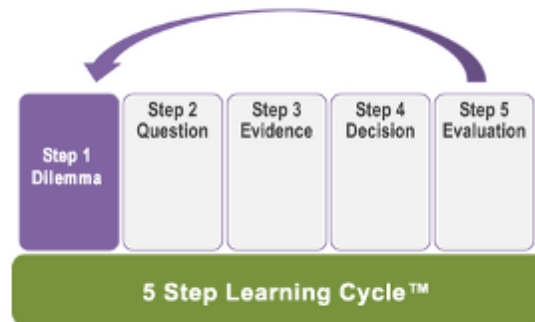
or, post your questions to:

Getting Started

Q&A Discussion

View Module

📄 Module Table of Contents

📄 Personnel Preparation Standards

📄 OSEP Indicators and Outcomes

Click on a step from the 5-Step Learning Cycle to view the description.

| Step 1 Dilemma | Step 2 Question | Step 3 Evidence | Step 4 Decision | Step 5 Evaluation |

5 Step Learning Cycle™

In this module, learners watch videos portraying the real world dilemma of how a father and teacher work together to develop a trusting partnership. Learners are asked to describe the dilemma in an activity following the videos.

▼ **Activities & Guides**

▶ **Step 1: Dilemma**

▶ **Step 2: Question**

▶ **Step 3: Evidence**

▶ **Step 4: Decision**

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💬 **Discussions**

CONNECT Module 5: Assistive Technology Interventions in an Online Course
How have you engaged students to learn about effective practices in an online environment? Kathy Allen from Blue Ridge Community College shares her experience on using CONNECT Module 5 with her students. Read more...

CONNECT Modules Workshop Discussion Board
The CONNECT team enjoyed meeting

📶 **News and Announcements**

CONNECT Module 6: Dialogic Reading Practices
Meet Tenisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class.

Read more...

Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation
>	>	>	>	

CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

HOME | 5-STEP LEARNING CYCLE™ | MODULES | FOR INSTRUCTORS | INSTRUCTOR SUPPORTS | RESOURCE LIBRARY

You are here: Home → Resource Library

enlarge text + | reduce text -

Resource Library ?

The Resource Library allows you to browse through all of the learner module resources consisting of documents and media files. You can search by keywords (age, content area, etc.) for specific resources using the Keyword Search. Use the Guided Search to search for resources by module, step within the module, or tags. Both searches return results that allow for advanced search options found in the right column of the Resource Library page.

Keyword search

[   ] [With all of the words ▼]

[Search]

Guided search

Click a term to initiate a search.

Resource Type

Activity (77)   Handout (55)
Video (62)   Audio (38)

Module

Module 1: Embedded   Module 4: Family-Professional
Interventions (55)   Partnerships (36)

Module 2: Transition (40)   Module 5: Assistive Technology
                             Interventions (38)
Module 3: Communication for
Collaboration (29)   Module 6: Dialogic Reading
                             Practices (34)

Module Step

Step 1: Dilemma (17)   Step 4: Decision (47)
Step 2: Question (7)   Step 5: Evaluation (11)
Step 3: Evidence (144)

Tags

family (60)   planning and facilitation tools (24)
embedded interventions (54)   partnership-oriented practices (23)
collaboration (53)   peer support (17)
communication (53)   home-based (15)
age 3-8 (46)   research (15)
center-based (39)   age 0-3 (14)
transition (38)   policy (12)

Coming Soon: CONNECT Online Courses

WOW!
Self-paced and self-guided plus my teachers can earn CEU or training credits too!

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Foundations of Early Childhood Inclusion: Training Curriculum for PD Providers

Updated

Foundations of Inclusion Policy Advisory:
Rights for Children, Parents, and Teachers Related to Inclusion

Children's rights under the American with Disabilities Act (ADA), 1990, include the following:
(Source: Child Care Law Center, 2001, http://www.childcarelaw.org/)

- Children with disabilities are entitled to equal access to all early childhood (Head Start and preschool programs) and child care facilities (center-based and family child care).
- Programs cannot create eligibility standards that discriminate against or screen out children with disabilities.
- Programs must make reasonable accommodations on an individual basis to allow everyone to participate in the services and opportunities offered

Parents' rights under Individuals with Disabilities Education Improvement Act (IDEA) include the following: (Source: National Dissemination Center for Children with Disabilities, 2010, http://nichcy.org/)

- Parents have meaningful opportunities to participate in all decisions made about their children's education and services
- Parents are guaranteed certain procedural safeguards that protect their rights and provide a mechanism to use to resolve any disputes about services or programs. These safeguards include:
  - ✓ Complete explanation of all the procedural safeguards available under IDEA and the procedures in the state for presenting complaints
  - ✓ Confidentiality and the right of parents to inspect and review the educational records of their child
  - ✓ The right of parents to participate in meetings related to the identification, evaluation, and placement of their child
  - ✓ The right of parents to obtain an independent educational evaluation (IEE) of their child
  - ✓ The right of parents to receive "prior written notice" on matters relating to the identification, evaluation, or placement of their child
  - ✓ The right of parents to give or deny their consent before the school may take certain action with respect to their child
  - ✓ The right of parents to disagree with decisions made by the school system on those issues
  - ✓ The right of parents and schools to use IDEA's mechanisms for resolving disputes, including the right to appeal determinations

CONNECT -2013
http://community.fpg.unc.edu/

CONNECT

child care resources inc.

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- **Find session handouts: http://community.fpg.unc.edu**
- **http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads**
- **http://www.dec-sped.org/recommendedpractices**
- **http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/DEC_NAEYC_EarlyChildhoodInclusion.pdf**

Thank You