

# **Inclusive Practices for the Developmentally Appropriate Pre-K Classroom Professional Development Alternatives (PDA)**

**COMPONENT IDENTIFIER NUMBER:**

**2-100-017**

**Minimum/Maximum Inservice Points:**

**10/10**

## **TARGET GROUP**

Developed by the Florida Department of Education as an online learning experience, the goal of this module is to provide early childhood educators with information and instructional practices that support young children with special needs in an inclusive environment. It focuses on three developmental domains; communication, social-emotional, and adaptive which are the three prekindergarten indicators from the FLDOE/BEESS Strategic Plan.

## **GENERAL OBJECTIVES**

The purpose of this module is to provide early childhood educators with information and instructional practices that support young children with special needs in an inclusive environment. It will focus on three developmental domains; communication, social-emotional, and adaptive.

## **SPECIFIC OBJECTIVES**

1. Understand the basis for establishing developmentally appropriate practices in early childhood classrooms.
2. Understand the legal and structural basis for educating preschool children with disabilities to the maximum extent with children who do not have disabilities.
3. Understand how inclusive practices positively impact outcomes for preschool students.
4. Understand the importance of child-adult interactions and how it relates to social-emotional development.
5. Understand how family engagement impacts preschool outcomes for children with disabilities.

Upon completion of this component, participants will be able to:

1. Identify effective ways to improve the learning outcomes and promote the development of young children and engagement with their families.
2. Explain how to provide an accessible learning environment and encourage participation in learning experiences for preschool children with disabilities using Universal Design for Learning (UDL) principles.
3. Identify local resources available to families who have concerns about their child's development.
4. Recognize how inclusive practices for students with disabilities impact daily routines and activities in early childhood classrooms.
5. Identify the indicator established to target improved outcomes for preschool students with disabilities.
6. Determine areas of need based on state data in three outcomes for preschool students with disabilities and look at relevant action steps to be taken.
7. Describe the difference between receptive and expressive language.
8. Identify the sequence of normal language development from infancy through age five.

9. Describe the difference between a language and speech disorder.
10. Identify factors that may influence communication skills of students acquiring English as a second language.
11. Identify factors that may signal the need for further speech and language screening or evaluation.
12. Identify supports/accommodations that can be used in the Pre-K classroom for children with communication challenges.
13. Describe the progression of play skills and how to guide conflict resolution between peers
14. Identify factors that may signal the need for further behavior screening or evaluation.
15. Identify supports/accommodations that can be used in the Pre-K classroom for children with social and emotional challenges.
16. Identify age-appropriate skills for preschool children related to self-care.
17. Identify age-appropriate skills for preschool children related to personal responsibility.
18. Identify general strategies to promote adaptive skill development in the preschool classroom.
19. Identify inclusive practices and accommodations to promote adaptive skill development for students in the preschool classroom who have special needs.
20. Identify resources that support adaptive skill development.
21. Explain the importance of family engagement in the learning process for all children.
22. Describe the benefits of engaging families in the education of their preschool children.
23. Identify specific methods for building relationships and improving communication with families.
24. Explain how to have positive conversations with families about suspected delays in their preschool child's development.

## **DESCRIPTION OF ACTIVITIES**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:

1. Complete the pre-assessment.
2. Complete all online learning activities.
3. Review all module content, related professional articles and websites.
4. Review references and resources.
5. Complete all activities associated with the understanding of inclusion of preschool students with disabilities.
6. Complete all activities to demonstrate understanding developmentally appropriate practices in early childhood classrooms.
7. Complete all activities to demonstrate understanding how inclusive practices positively impact outcomes for preschool students with disabilities.
8. Complete activities to check understanding throughout all units.
9. Complete "Required - Check Your Understanding" activities within each unit of the module.
10. Complete the final assessment with an 80% accuracy rate.

## **EVALUATION**

Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate. Participants are given unlimited trials to achieve the 80% passing rate during the twelve-week enrollment period with a mandatory wait time of 24 hours between each retake.

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

### **FOLLOW-UP ACTIVITY OPTIONS**

Following successful completion of the module, participants must complete **one** of the follow-up activity options.

#### **Option A: Instructional Plan**

Provide a detailed instructional plan for one of the students described below, including accommodations, modifications, referrals for additional services if necessary, and resources for the family.

*Child A: Sam is a 4-year old student with Autism. He has a significant language delay, mostly using sounds and gestures to get his needs heard. Because of his language delay, he gets easily frustrated when adults or peers do not understand him, and often resorts to throwing himself on the ground, hitting another child, or running away. In addition, Sam puts everything in his mouth, cries over loud noises, and has difficulty sitting in circle time activities.*

*Child B: Bella is a 3-year old student with a language delay. Bella and her family recently moved here from Brazil and they do not speak or understand English. Bella is extremely quiet and often cries when her parents drop her off at school. Her parents appear to be very concerned about how she adjusting.*

#### **Option B: Written Reflection**

Write a 300-word reflection based on the Analysis/Reflection activity in Unit 2.

Go to the Data & Evaluation page of the DOE/BEESS website:

<http://www.fldoe.org/academics/exceptional-student-edu/data/> . Click on the SEA Profile for the current year; look at *Section Five: Selected State Performance Plan Indicators, Indicator 7 – Prekindergarten Performance*, and complete the following analysis and reflection.

- Review the state-level targets and data for *Indicator 7 – Prekindergarten Performance* on the SEA Profile. Make a note of which indicators met their targets for the most recent reporting year and which did not.
- Next, go back to the DOE/BEESS Data & Evaluation page: <http://www.fldoe.org/academics/exceptional-student-edu/data/>. Below the SEA Profile, you will find listings for each Local Education Agency (LEA) Profile. Click on the district in which you work, and look at your district's LEA Profile.
- Review the data for your district's state-level targets for *Indicator 7 – Prekindergarten Performance*. How does your district measure up with the state averages in meeting targets for this indicator?
- Choose a target in one of the three developmental domains that failed to be met in your district.
- Highlight instructional practices you intend to use in your classroom and resources you plan to share with families related to this data.
- You may incorporate additional information you have learned in this module regarding the other two domains (not selected for this activity) related to your selected Indicator 7 domain, as appropriate.

### Option C: Application of Module Content and Resources

The following resources were required or optional reading in the module. For this activity you will return to six of the resources and apply the information to your current position. The first four are required resources then you will pick two additional resources from the list of choices. Answer the two reflection questions for each of the six resources.

➤ **Reflection Prompts: Complete both prompts for each resource.**

1. In your own words write 2-4 key ideas from the resource.
2. Explain how you may apply each of the key ideas to your current position to improve the outcomes for preschool students with disabilities.

➤ **DO 4: Read/Review each of these resources from the module content and complete the two reflection prompts for each resource.**

- Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education*. Retrieved from <http://www.dec-spel.org/recommendedpractices>. For this activity, read the DEC RPs with Embedded Examples.)
- Center for Applied Special Technology (CAST). (2016). *Universal Design for Learning*. <http://www.cast.org> (articles and video)
- Greenspan, Stanley M.D. (2004). *Meeting Learning Challenges: Working with Parents of Children with Special Needs*. Retrieved from <http://www.scholastic.com/teachers/article/meeting-learning-challenges-working-parents-children-special-needs>
- National Association for the Education of Young Children (NAEYC). *Play and Children's Learning*. Selection of articles from Young Children and Teaching Young Children. Retrieved from <http://www.naeyc.org/play>.

➤ **Pick 2: Read/Review a minimum of two of these resources and complete the two reflection prompts for each resource.**

- Center for Community Inclusion and Disability Studies, University of Maine. *Visual Supports Learning Links and Templates*. <https://ccids.umaine.edu/resources/visual-supports/>
- Centers for Disease Control and Prevention. *Learn the Signs. Act Early*. <http://www.cdc.gov/ncbddd/actearly/index.html>.
- Cooperative Extension System. (2015). *Adapting the Child Care Environment for Children with Special Needs*. <http://articles.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs>
- Dewar, Gwen, Ph.D. (2011-2015). *Teaching self-control: Evidence-based tips*. Parenting Science. Retrieved from <http://www.parentingscience.com/teaching-self-control.html>.
- Fox, Lisa and Lentini, Rochelle Harper. (2006). "You Got It!" *Teaching Social and Emotional Skills*. Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) Beyond the Journal, Young Children on the Web. Retrieved from [http://challengingbehavior.fmhi.usf.edu/do/resources/documents/yc\\_article\\_11\\_2006.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/yc_article_11_2006.pdf).
- Gallaudet University, Laurent Clerc National Deaf Education Center. *The Stages of Listening and Speaking Development*. <https://www.gallaudet.edu/clerc-center/our-resources/cochlear-implant-education-center/navigating-a-forest-of-information/listening.html>

- Mugurussa, Tiffani. (2013). *Creating Classroom Jobs*. Blog - Scholastic Teachers. Retrieved from <http://www.scholastic.com/teachers/top-teaching/2013/01/creating-classroom-jobs>.
- Parent Involvement – Exceptional Education in Florida. *Prekindergarten Information, Contacts and Glossary*. <http://forparents.florida-ese.org>
- Prath, Scott, M.A., CCC-SLP. (2016). *Telling the Difference Between Bilingualism and a Speech Disorder*. Retrieved from <http://mommyspeechtherapy.com>
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- Smith, Barbara J, Ph.D. *Linking Social Development and Behavior to School Readiness*. Center for Evidence-Based Practice: Young Children with Challenging Behavior. Retrieved from [http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph\\_social\\_dev\\_school\\_readiness.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph_social_dev_school_readiness.pdf).
- Technical Assistance and Training System (TATS). (2010). *Developmentally Appropriate Practice – Adaptive/Self-Help Skills*. <http://www.tats.ucf.edu/docs/eUpdates/Curriculum-14.pdf>.

#### **Option D: Presentation or Professional Study Group**

**Choose one of the following formats for presenting the material that you have learned:**

- ❖ Conduct a presentation on what you learned to a small group of colleagues. Write a brief reflection on the presentation, including feedback from the participants,
- ❖ Conduct a professional study group on the information from this module. This may include group discussions, sharing of journal articles or research, and/or additional book study.

Verification of completed follow-up activities by the participants' supervisor is required in order for a district to award 10 inservice points. Each district is responsible to ascertain if the content of this module satisfies the content requirements for students with disabilities credit. Inservice points are awarded by the school districts through their Master Inservice Plan.

**Learning (Delivery) Methods: B,C**

**Implementation Methods: M,N,O,P,Q,R,S**

**Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G**

**FEAP: A1, A4**

## **REFERENCES**

### **Resources & References**

#### **Unit 1 – Inclusion in Early Childhood**

Catlett, C., Smith, M. Bailey, A. & Gaylord, V. (Eds.). (Summer/Fall 2009). *Impact: Feature Issue on Early Childhood Education and Children with Disabilities*. 22(1). Institute on Community Integration, University of Minnesota. Retrieved from <https://ici.umn.edu/products/impact/221/221.pdf>.

Center for Applied Special Technology (CAST). (2016). *Universal Design for Learning*. <http://www.cast.org>

Children's Medical Services, Early Steps. *Florida's early intervention system; services to eligible infants and toddlers (birth to thirty-six months) with delays or a condition likely to result in a developmental delay*. [http://www.floridahealth.gov/AlternateSites/CMS-Kids/families/early\\_steps/early\\_steps.html](http://www.floridahealth.gov/AlternateSites/CMS-Kids/families/early_steps/early_steps.html)

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FDOE Office of Early Learning. *Ensuring access, affordability and quality of early learning services for the state's children and families*. <http://www.floridaearlylearning.com>

Florida Diagnostic and Learning Resources System (FDLRS). *Child Find Services: locates children who are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA) and links them with needed services*. <http://www.fdlrs.org/child-find.html>

Florida's Transition Project. *Assists communities to develop, improve or sustain a seamless system of transition among agencies providing services to young children with disabilities, birth to six years of age, and their families*. <http://www.floridatransitionproject.ucf.edu>

Help Me Grow, Florida. *Statewide system designed to address the need for early identification of developmental and/or behavioral concerns*. <https://www.helpmegrowfl.org>

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National Association for the Education of Young Children (NAEYC). (2016). *The Universal Design of Early Education Moving Forward for All Children*. Beyond the Journal/Young Children on the Web. Retrieved from <http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf>.

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Technical Assistance and Training System (TATS). (2009). *Universal Design for Learning in Prekindergarten (Pre-K) Classrooms*. <http://www.tats.ucf.edu/docs/eupdates/inclusion-6.pdf>

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USDOE Building the Legacy: IDEA 2004. *Part B—Assistance for Education of all Children with Disabilities*. <http://idea.ed.gov/explore/view/p/,root,statute,I,B>,

USDOE State Performance Plan (SPP) and Annual Performance Report (APR) Forms, and Supporting Documents. <http://www2.ed.gov/fund/data/report/idea/sppapr.html>

## **Resources & References**

### **Unit 2 - Understanding the Basis for Inclusive Practices for Preschool Students: Exploring the FDOE/BEESS State Performance Plan Pre-K Indicators**

Battelle Developmental Inventory, Second Edition (BDI-2). Houghton, Mifflin, Highcourt. *Developmental Assessment for Early Childhood*. <http://www.hmhco.com/hmh-assessments/early-childhood/bdi-2>.

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FDOE Bureau of Exceptional Education and Support Services (BEESS). *Administers programs for students with disabilities and coordinates student services throughout the state*. <http://www.fldoe.org/academics/exceptional-student-edu/>

FDOE/BEESS Part B State Performance Plan/Annual Performance Report (SPP/APR). *Evaluates Florida's implementation of IDEA Part B and describes how the state will improve implementation*. <http://www.fldoe.org/academics/exceptional-student-edu/data>

FDOE/BEESS State Education Agency (SEA) Profile. *Series of data indicators and information about state level targets in Florida's State Performance Plan/ Annual Performance Report (SPP/APR)*. Retrieved from <http://www.fldoe.org/academics/exceptional-student-edu/data>.

FDOE Strategic Plan. *Mission, vision and goals for Florida's K-20 education system*. <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

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USDOE Early Learning Inclusion. *Recommendations and Resources for States, Local Programs and Providers and Families*. <http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html>

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USDOE Individuals with Disabilities Education Act (IDEA). 2004. *Federal law ensuring services to children with disabilities throughout the nation*. <http://idea.ed.gov>

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## **Resources & References**

### **Unit 3: Communication Inclusive Practices and Accommodations**

American Speech-Language-Hearing Association (ASHA). *Acquiring English as a Second Language—What's "Normal," What's Not*. <http://www.asha.org/public/speech/development/easl.htm>

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American Speech-Language-Hearing Association (ASHA). *Early Detection of Speech, Language and Hearing Disorders*. <http://www.asha.org/public/Early-Detection-of-Speech-Language-and-Hearing-Disorders/>.

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American Speech-Language-Hearing Association (ASHA). *Second Language Acquisition*. <http://www.asha.org/public/speech/development/second/>

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## **Resources & References**

### **Unit 4: Social/Emotional Inclusive Practices and Accommodations**

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**Pre-K Florida Child Outcomes Measurement System  
Battelle Developmental Inventory  
2<sup>nd</sup> Edition (BDI-2) Training Module  
Professional Development Alternatives (PDA)**

**COMPONENT IDENTIFIER NUMBER:** 4-102-006

**Minimum/Maximum Inservice Points:** 10/10

**TARGET GROUP**

Developed by the Florida Department of Education as an online learning experience, this module is designed to provide easy-to-access training for staff members who have the responsibility to assess children found eligible for the Early Steps program (birth to 2) or Pre-K Exceptional Student Education program (ages 3-6) using the BDI-2 for the purposes of collecting data for child outcome measurement, as indicated in APR Indicator 7. This component is intended to be completed in its entirety. No partial credit will be granted.

**GENERAL OBJECTIVES**

The focus of this module will be to provide information on the child outcomes measurement system and support development of skills in assessment and scoring of the BDI-2.

**SPECIFIC OBJECTIVES**

- Identify Florida's requirements for reporting data to measure outcomes of special services for children with disabilities.
- Identify five domains of child development and describe skills included in each.
- Identify accommodations which are allowable (as stated in the BDI-2 Examiner's Manual) for children with unique needs.
- Identify three administration procedures and indicate their appropriate use.
- Recognize the definitions, importance, and use of basal, ceiling, and starting point items during administration and scoring.
- Identify the subdomains contained in the domain areas of Adaptive, Personal-Social, and Communication.
- Identify important checkpoints to ensure accuracy of reporting.

Upon completion of this component, participants will be able to:

1. Identify Florida's requirements for reporting data to measure outcomes of special services for children with disabilities and relate those requirements to specific components of the Battelle Developmental Inventory 2<sup>nd</sup> Edition (BDI-2)
2. Identify appropriate scores to be assigned based scoring criteria listed in BDI-2 Domain Test Books and on observations and/or descriptions of child's performance on BDI-2 test items
3. Calculate scores for the administration of the BDI-2 following manual guidelines for starting points, basal, ceiling, and calculation of raw scores.

4. Complete a checklist to verify the accuracy of administration and scoring of BDI-2.

### **DESCRIPTION OF ACTIVITIES**

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Complete all activities to demonstrate understanding of strategies for differentiating, adapting instruction.
5. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
6. Complete activities to check understanding throughout all units.
7. Complete "Required - Check Your Understanding" activities within each unit of the module.
8. Complete the final assessment with 80% accuracy rate.
9. Complete one of the three follow-up activity options.

### **Evaluation:**

Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate. Participants are given unlimited trials to achieve the 80% passing rate during the twelve week enrollment period with a mandatory wait time of 24 hours between each retake.

Additionally, participants will be complete one of three options in the follow-up activity section. Each option lists the completion level expected. Please see follow-up activity options below.

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

### **Follow-Up Activity Options:**

Following successful completion of the module, participants must complete **one** of the follow-up activity options to demonstrate level of competency. The three options are:

Option 1- Accessing a link to view implementation videos and complete the accompanying objective assessment.

Option 2- Being observed by an official BDI-2 Train the Trainer while administering and scoring one or more domains of the BDI-2.

Option 3- Videotaping self while administering one or more domains of the BDI-2 and verified by an official BDI-2 Train the Trainer.

Verification of completed follow-up activities by the participants' supervisor is required in order for a district to award 10 in-service points. Each district is responsible for ascertaining if the content of this module satisfies the content requirements for assessing using the BDI-2. In-service points are awarded by the school districts through their Master In-service Plan. Those

outside of a school district should follow the process set up by their agency.

**Learning (Delivery) Methods: B,C**

**Implementation Methods: M,N,O,P,Q,R,S**

**Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G**

**FEAP: A1, A4**

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