**2015 Leadership Conference
"All In: Achieving Results Together"**

Performance Checklists
for Facilitating Practitioner Use
of DEC Recommended Practices

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Purpose of the Breakout Session

Describe and illustrate the process and procedures being used by the Early Childhood Technical Assistance Center (ECTA Center) staff to develop performance checklists (and practice guides) for facilitating early childhood practitioner use of DEC recommended practices

Acknowledgement

DEC Recommended Practices
Early Childhood Technical Assistance Center Staff

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DEC Recommended Practices
Topic Areas

Topic Areas	Number of Practices
Assessment	11
Environment	6
Family	10
Instruction	13
Interaction	5
Leadership	14
Teaming and Collaboration	5
Transition	2

Using the DEC Recommended Practices to Develop Performance Checklists

- Many of the DEC Recommended Practices include multiple features and elements

- Close inspection of the features and elements finds that subsets of practice indicators are internally consistent

- Subsets of practice indicators are being used to develop performance checklists

Procedure for Developing and Evaluating the Performance Checklists

1. Content analyze each DEC Recommended Practices Topic Area to identify an internally consistent set of practice indicators

2. Use the practice indicators to develop a performance checklist of practice characteristics

3. Develop a practice guide(s) that uses the checklist characteristics for the practice guide content

4. Obtain early childhood practitioner feedback on the checklists and practice guides

5. Modify or change the checklists and practice guides based on feedback

Proposed Number of Performance Checklists

Interaction	4
Environment	5
Instruction	3
Family	4
Transition	3
Assessment	5
Teaming/Collaboration	3

DEC RP Interaction Topic Area Checklists

- Adult-Child Interaction Checklist

- Child Social-Communication Interaction Checklist

- Child Social-Emotional Competence Checklist

- Child-Child Interaction Checklist

Example of the Process for Developing a Performance Checklist for the Interaction Topic Area for Adult-Child Interactions

Interaction
Topic Area

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

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from* http://www.dec-sped.org/recommendedpractices

Interaction

Sensitive and responsive interactional practices are the foundation for promoting the development of a child's language and cognitive and emotional competence. These interactional practices are the basis for fostering all children's learning. For children who have or are at risk for developmental delays/disabilities, they represent a critical set of strategies for fostering children's social-emotional competence, communication, cognitive development, problem-solving, autonomy, and persistence.

We selected interactional practices to promote specific child outcomes, and these will vary depending on the child's developmental levels and cultural and linguistic background. Practitioners will plan specific ways to engage in these practices across environments, routines, and activities. In addition, practitioners will assist others in the child's life (family members, other caregivers, siblings, and peers) in learning sensitive and responsive ways to interact with the child and promote the child's development.

We recommend the following practices to support interaction:

INT1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.

INT2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.

INT3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.

INT4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.

INT5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.

Interaction Topic Area

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Interaction Topic Area, *continued*

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Adult-Child Interaction Practice Characteristics

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INT5 Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.

Example of a Performance Checklist

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

Adult-Child Interaction Checklist

This checklist includes the kinds of adult (parent or practitioner) behavior that can be used to engage a child in adult-child interactive episodes to promote and support child competence.

The main focus of the practice is responding contingently to a child's behavior to elicit or maintain child interactions with an adult during everyday activities and play. Adult contingent responsiveness is characterized by sensitive, prompt, and appropriate amount of adult behavior to maintain and not interrupt child interactions.

The checklist can be used to develop a plan to use the practice with a child or to promote a parent or practitioner's use of the practice. It also can be used for a self-evaluation to determine whether the different practice characteristics were part of using the practice with a child or promoting a parent's or practitioner's use of the practice.

Practitioner: _____   Child: _____   Date: _____

Please indicate which of the practice characteristics you were able to use as part of interactions with a child:	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
1. Observe the child's participation in everyday activities and social play	☐	☐	☐	☐	
2. Identify the focus of the child's attention or engagement (e.g., child interests)	☐	☐	☐	☐	
3. Follow the child's lead and his or her interests or preferences	☐	☐	☐	☐	
4. Interpret the child's behavior and responses as an intent to interact or communicate with you	☐	☐	☐	☐	
5. Respond contingently to the child's behavior (i.e., respond in a way that maintains a child's interactions)	☐	☐	☐	☐	
6. Enter into the child's play or interactions to encourage your turn-my turn play	☐	☐	☐	☐	
7. Encourage the child to try new things (behavior elaborations) through modeling, expansions, or other types of guided support	☐	☐	☐	☐	

Checklist Instructions

Adult-Child Interaction Checklist

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Checklist Practice Characteristics

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6. Enter into the child's play or interactions to encourage your turn-my turn play	☐	☐	☐	☐
7. Encourage the child to try new things (behavior elaborations) through modeling, expansions, or other types of guided support	☐	☐	☐	☐

Example of an Adult-Child Interaction Practice Guide

Each practice guide is formatted in the same way and includes:

- Description of the practice
- Ideas for using the practice
- Video examples of the practice
- Illustrative vignette
- Indicators for determining child benefits

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!

Click to 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** to tell you 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!"

- "So Big" is another engaging social game. Gently stretch the baby's arms above his head while saying, "How big is _____? SO BIG!" Then kiss or tickle his tummy or neck. Once you have played the game two or three times and know the baby likes it, **try waiting a few seconds before lifting his arms again**. If he moves his arms, coos, smiles, waves his hands, or uses another particular behavior, assume that he is telling you to do it again and **respond promptly**. When you wait for your child to respond, you are teaching **how to take turns**, and he may **begin to learn that his behavior gets you to respond with the desired consequence**. In other words: "When I wiggle, I get Daddy to play our funny game!"

- If you play social games often and begin to notice your child is not as excited as before, you may want to **add something new**—such as a new challenge—to a game.

- Keep your games fun and simple. Smiles and laughter are important too!

A Quick Peek

Andy, 3 months old, and his father have found a fun way to play Peek-a-Boo. When Andy wakes up after sleeping, Dad hides behind Andy's favorite blanket and calls to his son: "Where's Andy? Where's Andy?" Hearing his father's voice, Andy starts cooing and wiggling with excitement. As soon as Andy "calls" back, Dad pops his head from behind the blanket and says. "Peek-a-boo! I see you!" Then Dad hides and the game begins again. Andy looks to the right and then to the left to see where his dad will appear next.

You'll know it's working if ...

- The infant tries to start a social game.
- The infant smiles or laughs when the adult responds to the child's behavior.
- The infant seems to understand how a game is played.

For more ideas, ask a home visitor, teacher, early interventionist, therapist, or another experienced parent. Click here for a free booklet full of lap game ideas from Pierce County Library system of Tacoma, WA.

ECTA Center Early Childhood Technical Assistance Center
www.ectacenter.org

Evaluation of the Checklists and Practice Guides

- Practitioner Appraisals of Early Childhood Intervention Checklists and Practice Guides

- Parent Feedback on ECTA Center Practice Guides

Practitioner Checklist and Practice Guide Feedback

- Checklist Feedback Questions (6 items)

- Practice Guide Feedback Questions (6 items)

- Relationship Between Checklist and Practice Guide Questions (6 items)

- Suggestions for Improving the Checklist and Practice Guide (8 open-ended questions)

- Practitioner experience needed to find the checklist and practice guide useful (3 items)

Examples of Practitioner Feedback Questions

- ***Checklist Feedback Questions***
  - o The checklist items are easy to understand
  - o The checklist characteristics could be used as part of everyday child learning activities

- ***Practice Guide Feedback Questions***
  - o Practice guide content is easy to understand
  - o Practice guide video includes good examples of what the practice "looks like"

- ***Relationship Between Checklist and Practice Guide Questions***
  - o Translation of the checklist characteristics into practice guide activities was achieved
  - o Using the checklist characteristics would result in the practice guide child outcomes

Feedback Questions Responses
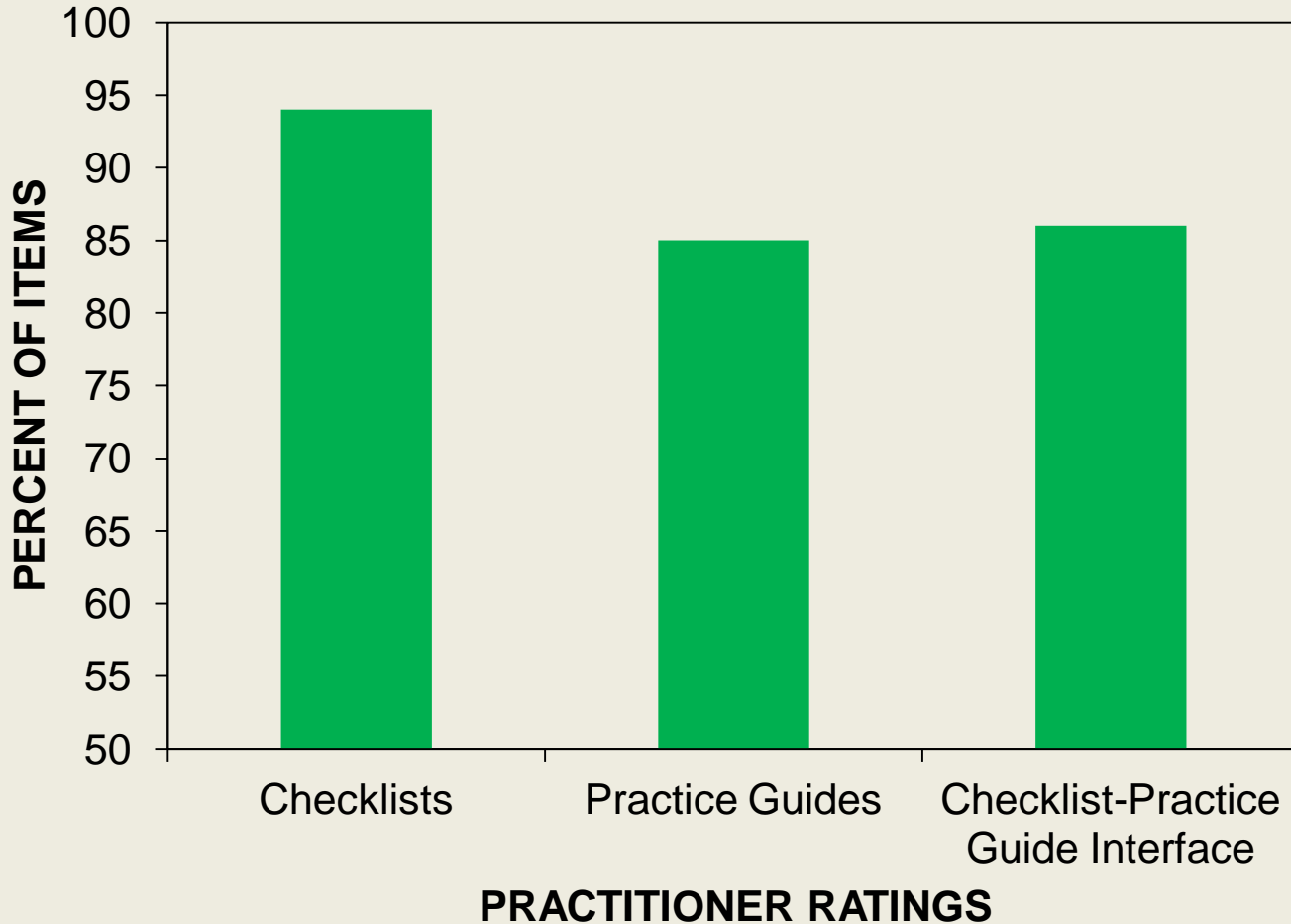
- ***Rating Scale***

  Practitioners responded to each of the feedback questions on a 5-point scale: *Not at All, Very Little, Somewhat, Quite a Bit, A Great Deal.*

- ***Agreement Measure***

  Percent of responses rated *Quite a Bit* and *A Great Deal* on the 5-point scale.

Practitioner Ratings on the Adult-Child Interaction Checklist and Social Games Practice Guide

Practitioner Comments and Suggestions

- Clarify the checklist instructions to be clear that the checklist is for practitioner use and not parent use
  - Some practitioners thought providers new to early childhood intervention would not understand many of the terms on the checklist
- Practitioners were nearly split on liking or not liking the checklist rating scale
- Most practitioners thought the organization of the practice guide was easy to understand
- Most practitioners thought the video of adult-child games was the most helpful feature of the practice guide
- Add other types of social games to the practice guide
- A few practitioners suggested that captions be added to the video
- Most practitioners liked the "You will know it is working" outcome indicators
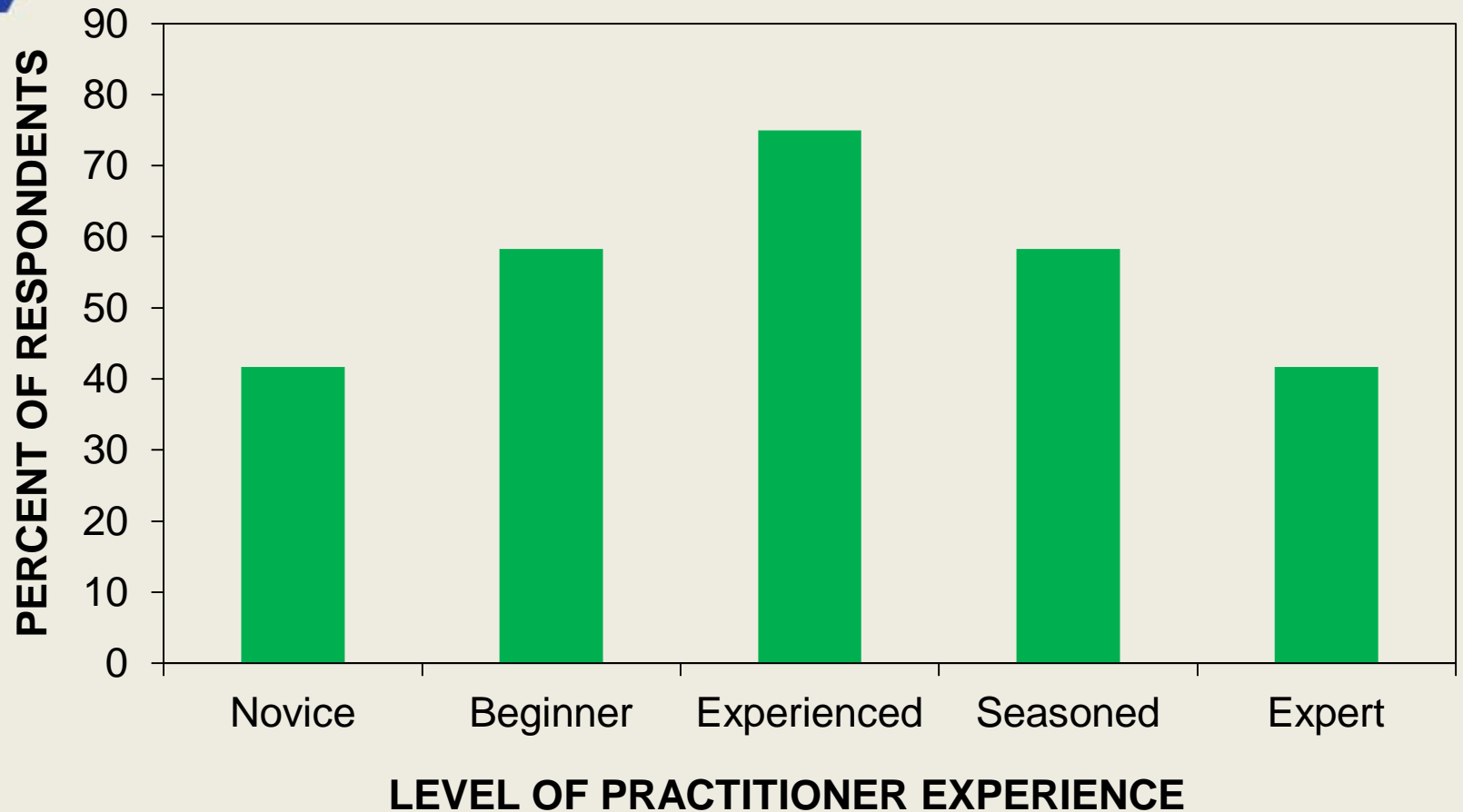
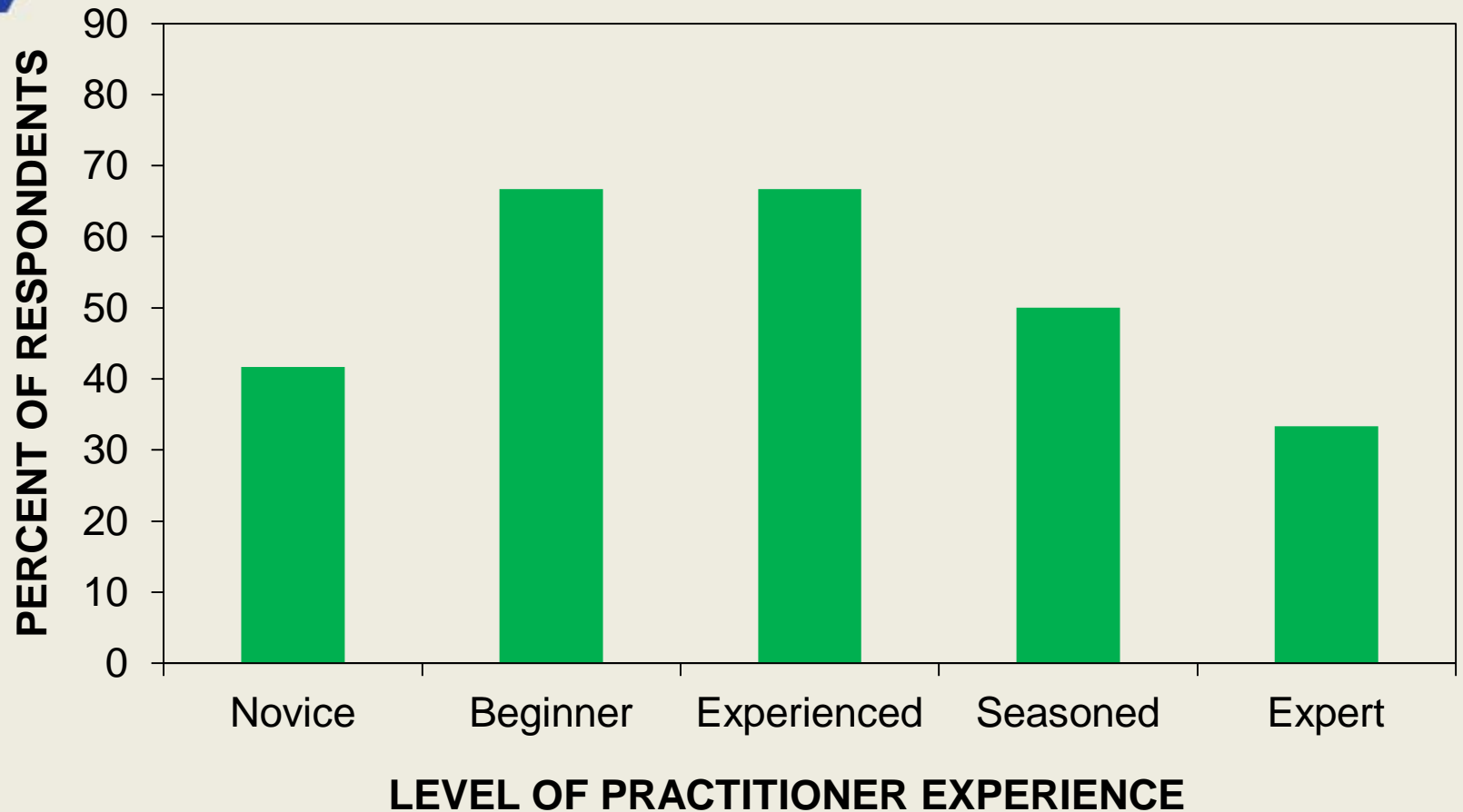**Level of Expertise for the Checklist to Be Useful**
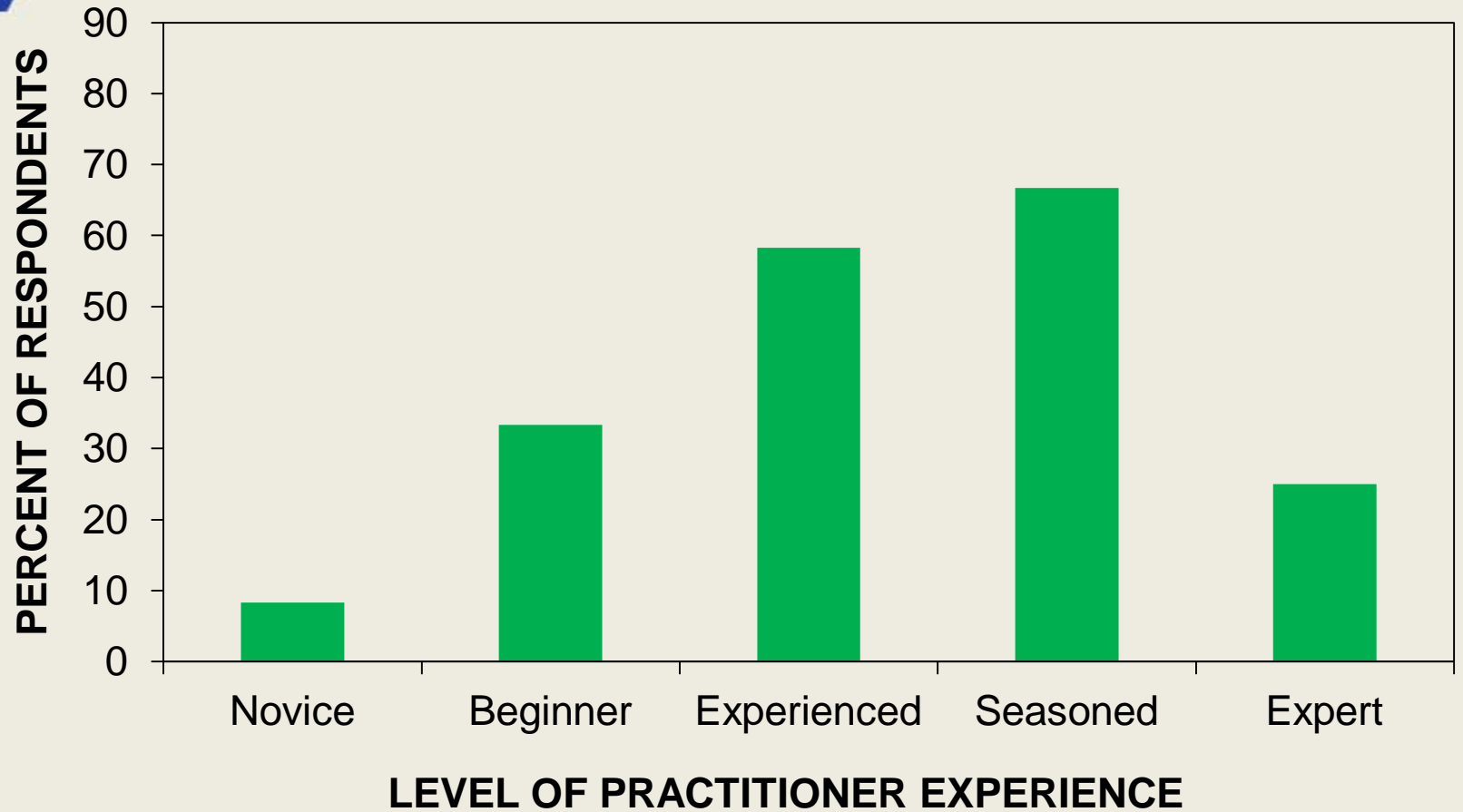
Level of Expertise for the Practice Guide to Be Useful for Working with Young Children

Level of Expertise Needed for the Practice Guide to Be Useful for Promoting a Parent's Use of the Practice

Next Steps

- Finish drafts of the checklists for each topic area

- Produce practice guides for the different checklists

- Obtain as much feedback as possible on both the checklists and practice guides

- Revise checklists and practice guides based on the feedback

- Post the checklists and practice guides on the ECTA Center website

- Announce the availability of the checklists and practice guides as they are posted

- Implement broader-based dissemination activities to promote the awareness and use of the checklists and practice guides

Questions and Comments