EI/ECSE Standard 5
Component 5.2
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:
ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: Curriculum Module | The Early Childhood Personnel Center (ecpcta.org)

Speaker Notes
The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:
- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face
1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual
1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 5, Component 5.2:
After participating in this professional learning opportunity, participants will be able to:
- Describe how to choose curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to natural and inclusive environments.
- Identify the principles of universal design for learning (UDL) in EI/ECSE.
- Describe how to use curriculum frameworks, developmental and academic content knowledge to plan universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.
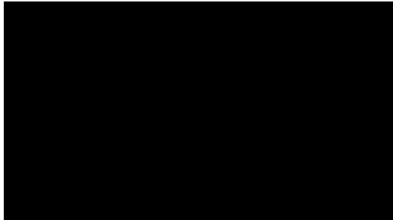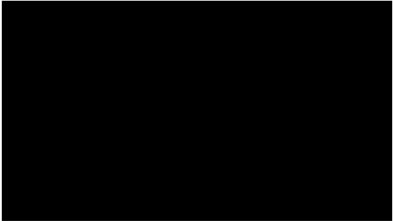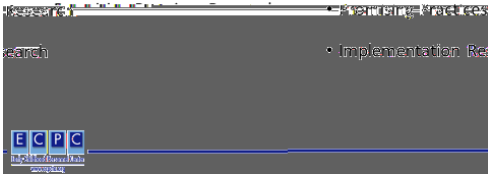
Outline of Session Activities ==and Approximate Time==

Topic	Slides	Activity
Introduction/Objectives	1-4	
Video: Building Culture of Inclusion	5	Video
Support for Inclusion	6-8	Activity (Slide 8)
Universal Practices in EI/ECSE	9-10	Video (Slide 10)
UDL Values	11-12	
UDL Principles: Engagement	13-17	Video (Slide 17)
UDL Principles: Representation	18-21	Activity (Slide 21)
UDL Principles: Action & Expression	22-25	Activity (Slide 25)
Responsive Interaction	26-29	Activity (Slide 28) Video (Slide 29)
Universal Strategies: Peers	30	Video (Slide 30)
Embedded Learning Opportunities	31	
Activity Based Intervention	32-33	Video (Slide 33)
References	34	

Speaker Notes with Slides

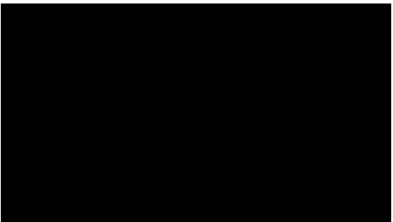| Slide 1	**Application of Curriculum Framework in the Planning of Meaningful Learning Experiences** Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) 5.2 E C P C Early Childhood Personnel Center www.ecpcta.org	
Slide 2	**Standard 5** Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high-quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth. E C P C Early Childhood Personnel Center www.ecpcta.org	
Slide 3	**Component 5.2** • Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments. E C P C Early Childhood Personnel Center www.ecpcta.org	
Slide 4	**Objectives** • Describe how to choose curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to natural and inclusive environments. • Identify the principles of universal design for learning (UDL) in EI/ECSE. • Describe how to use curriculum frameworks, developmental and academic content knowledge to plan universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments. E C P C Early Childhood Personnel Center www.ecpcta.org	

Slide 5	**Building a Culture of Inclusion** ECPC Early Childhood Personnel Center www.ecpcta.org	Set stage for why inclusion is so valuable for students with and without disabilities. Video length is 17.57 min https://www.youtube.com/watch?v=izkN5 vLbnw8

Slide 6	**Support for Inclusion**
	
	 • Research
	 • Federal
	    • US Dept. of Education
	    • US Dept. of Health & Human Services
	 • Law & Policy
	    • ADA
	    • IDEA
	 • Professional Organizations
	     • NAEYC
	     • DEC
	
	 ECPC
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	 www.ecpcta.org
		Guidance document on inclusion of children with disabilities in early.pdf (hhs.gov)
		
		 https://www.acf.hhs.gov/sites/default/files /documents/ecd/guidance_document_on_i nclusion_of_children_with_disabilities_in_ early.pdf

Slide 7	**Barriers to Implementation** Values, Attitudes, and Beliefs • Accou Interpretation • IDEA of Training • Lack s to Workforce Expertise • Acces of Comprehensive Services • Lack m Collaboration • Syste ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 8	**Activity** • List one barrier and identify how you can advocate for inclusion using the "support for inclusion" resources. ECPC Early Childhood Personnel Center www.ecpcta.org	
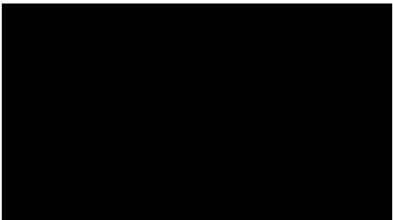
Slide 9	**Universal Practices in EI/ECSE** • Universal Design for Learning (UDL) • Responsive Interactions • Peer Interactions • Embedded Learning Opportunities • Activity Based Intervention E C P C Early Childhood Personnel Center www.ecptc.org	EI/ECSE uses universal practices in home and preschool environments that improve outcomes for children and reduces barriers
Slide 10	**Universal Design for Learning** E C P C Early Childhood Personnel Center www.ecptc.org	Introduce UDL with 4.36m video by CAST <u>UDL At A Glance – YouTube</u> <u>https://www.youtube.com/watch?v=bDvKnY0g6e4</u>
Slide 11	**UDL Values** • Every student has their unique learning style • Every student should have an equal opportunity to learn • Change the curriculum, not the student, by removing barriers E C P C Early Childhood Personnel Center www.ecptc.org	UDL is not just about including students with disabilities in your curriculum it's an approach to curriculum that maximizes learning for ALL students.
Slide 12	**UDL: A Scientific Approach to Learning** • Foundational Research • Principle Research Research • Promising Practices earch • Implementation Res E C P C Early Childhood Personnel Center www.ecptc.org	<u>https://udlguidelines.cast.org/more/research-evidence</u> UDL uses foundational research in learning theories such as Vygotsky's work on scaffolding which is relevant in all aspects of learning whether a novice or expert. Reach on the principles of UDL is grounded in neuroscience, there are three networks in our brain for learning and therefore three principles which we will explore in more detail. Promising practices are contributions to the field that fit in the UDL framework
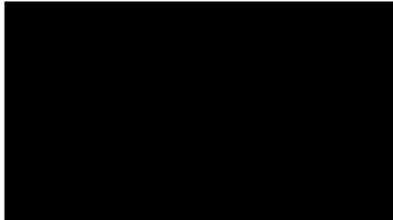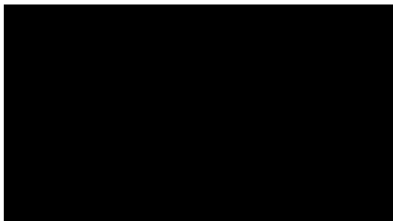
		Implementation research is on specific UDL applications in learning environments Overall point is that there is strong empirical evidence to support using a UDL framework

Slide 13	**UDL Principles**
	
	• **Engagement**: The "Why" of learning
	   • The affective network
	
	• **Representation**: The "What" of learning
	   • The recognition network
	
	• **Action & Expression**: The "How" of learning
	   • The strategic network
	
	E C P C
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		Our learning brain has 3 networks; recognition, strategic and affective the guidelines align with the principles
		
		Engagement – learners are motivated in different ways and there is not one way for each learner so by providing multiple ways to engage learners you are individualizing the curriculum
		
		Representation – learners perceive and comprehend information in different ways, students may be an auditory or visual learner by planning different representation into your curriculum you are reaching more students
		
		Action & Expression – how students can express what they know, for example not everyone is a good test taker, can a student explain verbally better than in writing. By being flexible you will gain a better understanding of your student's knowledge and skills

Slide 14	**Engagement I**
	
	• Recruiting Interest
	   • Spark excitement for learning
	• Checkpoints
	   • Optimize individual choice and autonomy
	   • Optimize relevance, value and authenticity
	   • Minimize threats and distractions
	
	E C P C
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	www.ecpcta.org
		UDL: Recruiting Interest (cast.org)
		
		https://udlguidelines.cast.org/engagement/recruiting-interest
		
		If a child is not paying attention to the information they are not learning…learners differ in what attracts their attention and teachers spend a lot of time trying to engage learners…. it's important to have lots of way of getting students to attend to the lesson…
		The UDL checkpoints are listed as specific ways to recruit interest in your learners

Slide 15	**Engagement II**
	
	• Sustaining Effort & Persistence
	    • Approach challenges with focus & determination
	• Checkpoints
	    • Heighten salience of goals and objectives
	    • Vary demands and resources to optimize challenge
	    • Foster collaboration and community
	    • Increase mastery-oriented feedback
	
	E C P C
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	www.ecptc.org
		Sustaining Effort and Persistence in learning includes suggestions on how to get learners to regulate their attention and affect to sustain the level of concentration needed to complete a task/lesson, teachers have to build on individual skills and equalize accessibility by supporting learners who differ in motivation within a topic or lesson

Slide 16	**Engagement III**
	
	• Self Regulation
	    The power of medium in learning
	kpoints • Checl
	omote expectations and beliefs that optimize • Pr
	   motivation
	    • Facilitate personal coping skills and strategies
	    • Develop self-assessment and reflection
	
	E C P C
	Early Childhood Personnel Center
	www.ecptc.org
		One aspect to human development is our ability to self regulate and develop skills in coping and engaging with our environment. Students can learn to manage their own affect when teachers implement checkpoint in the curriculum

Slide 17	**Engagement Activity** ■ **E C P C** Early Childhood Personnel Center www.ecptc.org	Show video and stop at 1.48m https://youtu.be/cPofHKsClBI How did this teacher use the principle of Engagement? (choices, collaboration…)

Slide 18	**Representation I**
	
	• Perception
	                      • Flexible content
	                      • Checkpoints
	izing the display of information • Offer ways of custom
	auditory information • Offer alternatives for
	visual information • Offer alternatives for
	
	E C P C
	Early Childhood Personnel Center
	www.ecptc.org
		One barrier to learning is when learners have to put forth extra effort to perceive information presented, by providing flexible content teachers can make information more accessible to all learners, seek to provide the same information through different modalities (vision/touch) and in a format that can be adjusted by the learner (enlarge text/amplify sound)

Slide 19	**Representation II**
	
	• Language & Symbols
	  • Communicate through language that creates a shared understanding
	  • Checkpoints
	    • Clarify vocabulary and symbols
	    • Clarify syntax and structure
	    • Support decoding of text, mathematical notation and
	
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		We create inequities when only one form of representation is presented to all learners, for example a picture or symbol may mean something different to people in different cultures or there may be a lack of understanding of a specific symbol. We increase clarity and comprehension when we offer access to multiple representations…for example what if we call someone a GOAT…Michael Jordan is the GOAT…in American slang it stands for Greatest Of All Time but could easily be interpreted as negative to someone else. Make sure to clarify vocabulary and symbols and use translations or movement to promote understanding across languages.

Slide 20	**Representation III**
	
	• Comprehension
	  • Construct meaning and generate new understanding
	  • Checkpoints
	ledge • Activate or supply background know
	big ideas and • Highlight patterns, critical features, l
	    relationships
	sualization • Guide information processing and vi
	    • Maximize transfer and generalization
	
	ECPC
	Early Childhood Personnel Center
	www.ecpc.org
		Our capability to access knowledge and use it to for new understanding is an active process backed by decades of scientific research….curriculum should be designed to scaffold learning

Slide 21	**Representation Activity** • Plan a story time using multiple means of representation. ECPC Early Childhood Personnel Center www.ecpc.org	

Slide 22	**Action & Expression I** ... Physical Action ... ways ca. A with accessible materials and tools • Interact ts • Checkpoin methods for response and navigation • Vary the access to tools and assistive technologies • Optimize ECPC Early Childhood Personnel Center www.ecpc.org	Create a curriculum where all learners can interact using materials…see how this teacher incorporated physical action in the classroom

Slide 23	**Action & Expression II**
	
	• Expression & Communication
	  • Compose and share ideas using tools
	• Checkpoints
	  • Use multiple media for communication
	  • Use multiple tools for construction and composition
	  • Build fluencies with graduated levels of support for practice and performance
	
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		Level the playing field by providing multiple ways for children to express their knowledge and share ideas

Slide 24	**Action & Expression III**
	
	• Executive Functions
	  • Develop and act on plans to make the most out of learning
	• Checkpoints
	  • Guide appropriate goal-setting
	  • Support planning and strategy development
	resources • Facilitate managing info... and ... managing ... information m.
	gress • Enhance capacity for monitoring prog
	
	ECPC
	Early Childhood Personnel Center
	www.ecpc.org
		Executive function is our brain's ability to set goals and develop a plan to reach them, it also includes self-regulation and working memory. For infants and toddlers you can play hiding games and have serve and return conversations. For preschoolers you can boost executive functioning through imitative pretend play and matching and sorting games.

Slide 25	**Action & Expression Activity** • UDL: Build fluencies with graduated levels of support for practice and performance (cast.org) • Visit the CAST website for checkpoint 5.3 • How can you implement this during make-believe play? ECPC Early Childhood Personnel Center www.ecpc.org	https://udlguidelines.cast.org/action-expression/expression-communication/fluencies-practice-performance

Slide 26	**Responsive Interaction** • Awareness of child's behaviors and communicative signals • Accurate interpretation of child's signals • Positive and contingent responses to child's intent • Balanced supports for and challenges to child's current and future abilities ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 27	**Responsive strategies** • Observation first: what is the child interested in and how can you join the child in that activity? • Noticing and responding to the sounds, expressions, gestures and eye gaze of the child • Building in wait time to allow child response • Commenting on child behaviors • Imitating the child Delighting in the child's presence ECPC Early Childhood Personnel Center www.ecpcta.org	Kim, J. M., & Mahoney, G. (2004). The effects of mother's style of interaction on children's engagement: Implications for using responsive interventions with parents. *Topics in Early Childhood Special Education*, *24*(1), 31-38.
Slide 28	**Responsive Interactions - Video** • Watch these interactions and identify some responsive strategies you see being used here • What learning was happening in each of these interactions? ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 29	**Responsive Interactions - Video** ECPC Early Childhood Personnel Center www.ecpcta.org	https://youtu.be/NEBGTno08mA

Slide 30	**Universal Strategies: Including Peers** ECPC Early Childhood Personnel Center www.ecpcta.org	Peer relationships are critical for a child's development and social competence. Review this video on how peer relationships are being developed in this inclusive play group. What are some of the benefits you can identify for the children with and without disabilities? https://youtu.be/45DV6bGo-hk
Slide 31	**Embedded Learning Opportunities** • Adults implement short teaching events within everyday activities, routines and transitions to promote child learning. • Example: • Video 7.17: Letters on the alphabet tree | Connect Modules (dec-sped.org) ECPC Early Childhood Personnel Center www.ecpcta.org	https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-7-17/
Slide 32	**Activity Based Intervention** • Focus on functional goals that are meaningful and developmentally appropriate • Intervention is embedded into everyday activities and routines • Activities are child-directed and individualized • Timely and integral feedback is provided ECPC Early Childhood Personnel Center www.ecpcta.org	Adults mediate children's experiences to promote learning through activity based intervention – adults can use modeling, imitation and expand on a child's language and play in the child's natural environment. This intervention focuses on functional goals that are developmentally appropriate. Can tie child-directed back to UDL principle of "engagement" Kristie Pretti-Frontczak and Diane Bricker "An activity-based approach to early intervention"
Slide 33	**Jenni's Story** ECPC Early Childhood Personnel Center www.ecpcta.org	Using what you know about universal design, watch this EI video and identify universal practices/intervention used with Jenni Think back to our discussions on Environment/Context, Responsive Interactions, Activity Based Intervention and Peer interactions how was that used specifically with Jenni?

		What did you notice about how the team collaborated? How did they specifically address the family's needs? https://youtu.be/iKklSA3cFsE
Slide 34	**References** • UDL: The UDL Guidelines (cast.org) • Guidancedocument_on_inclusion_of_children_with_disabilities_in_early.pdf (hhs.gov) • Kim, J. M., & Mahoney, G. (2004). The Effects of Mother's Style of Interaction on Children's Engagement: Implications for Using Responsive Interventions With Parents. *Topics in Early Childhood Special Education, 24*(1), 31-38. • Pretti-Frontczak, K., & Bricker, D. (2004). *An activity-based approach to early intervention.* Paul H. Brookes Publishing. • Odom SL, Wolery, M. A Unified Theory of Practice in Early Intervention/Early Childhood Special Education: Evidence-Based Practices. *The Journal of Special Education.* 2003;37(3):164-173. doi:10.1177/00224669030370030601 **ECPC** Early Childhood Personnel Center www.ecpcta.org	https://udlguidelines.cast.org/ https://www.acf.hhs.gov/sites/default/files/documents/ecd/guidance_document_on_inclusion_of_children_with_disabilities_in_early.pdf https://journals.sagepub.com/doi/10.1177/00224669030370030601