

DEC Recommended Practices (2014)


 BEH


DEC Recommended Practices provide a guide for early interventionists serving families and/or childcare providers of toddlers to support instructional outcomes. Below are the DEC Recommended Practices that apply specifically to Behavior supports for toddlers for toddlers.

RECOMMENDED PRACTICE: ASSESSMENT

- A2. Practitioners work as a team with the family and other professionals to gather assessment information.
- A4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.
- A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.
- A7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.
- A8. Practitioners use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction.
- A9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.

RECOMMENDED PRACTICE: ENVIRONMENT

- E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.
- E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.

RECOMMENDED PRACTICE: INSTRUCTION

- INS1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.
- INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.
- INS3. Practitioners gather and use data to inform decisions about individualized instruction.



RECOMMENDED PRACTICE: INSTRUCTION (CONTINUED)

- 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.
- INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.
- INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.
- INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.
- INS13. Practitioners use coaching or consultation strategies with primary providers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

RECOMMENDED PRACTICE: 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.
- 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.

RECOMMENDED PRACTICE: TEAMING & COLLABORATION

- TC1. Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.
- TC2. Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.