



## What you will learn about Embedded Interventions and Transitions

*QRIS Indicator Step 4 Diverse Abilities: Inclusion Readiness Checklist is completed for each classroom annually.*

### **ESSENTIAL KNOWLEDGE: SPECIFIC LEARNING GOALS FOR INDIVIDUAL CHILDREN CAN BE FOCUSED ON WITHIN EVERYDAY ACTIVITIES, ROUTINES, AND TRANSITIONS**

A variety of appropriate settings and naturally occurring activities are used to facilitate children's learning and development. (Division for Early Childhood, DEC, Recommended Practice C8)

#### **What does this look like in practice?**

- Teaching and learning opportunities fit into daily routines and activities across settings
- Families and providers identify existing routines for intervention
- Adaptations and modifications are made to the environment

### **ESSENTIAL KNOWLEDGE: ENVIRONMENTAL MODIFICATIONS CAN SUPPORT LEARNING GOALS WITHIN EVERYDAY ROUTINES, ACTIVITIES AND TRANSITIONS**

Adults design environments to promote children's safety, active engagement, learning, participation and membership. (DEC Recommended Practice C1)

#### **What does this look like in practice?**

- Changing room set-up
- Modifying materials
- Simplifying a task in duration and difficulty
- Use of specialized equipment

### **ESSENTIAL KNOWLEDGE: PEER SUPPORTS SUPPORT LEARNING GOALS WITHIN EVERYDAY ROUTINES, ACTIVITIES AND TRANSITIONS**

Peer-mediated strategies are used to promote social and communicative behavior. (DEC Recommended Practices C23)

#### **What does this look like in practice?**

- Peers invite child to join an activity
- Peers help child complete a task
- Peers show child a new task
- Peers respond to child appropriately

## ***ESSENTIAL KNOWLEDGE: DIFFERENT EMBEDDED INTERVENTIONS CAN BE COMBINED TO SUPPORT INDIVIDUALIZED LEARNING GOALS WITHIN EVERYDAY ROUTINES AND TRANSITIONS***

Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn; (c) interventionists and specialists' views of what the child needs to learn; and (d) the demands, expectations and requirements of the child current environments. The practices as well as goals are individualized. (DEC Recommended Practice, C12)

### **What does this look like in practice?**

- Parent input is actively encouraged at multiple times
- Individualized observations and assessments support planning for each child
- Children's preferences and interests are obtained with preference inventories and support planning

## ***ESSENTIAL KNOWLEDGE: EVIDENCE, PERSPECTIVES, AND CONTEXTS CAN BE INTEGRATED TO DEVELOP DECISIONS AND MAKE PLANS***

Practices are used that are validated, normalized, useful across environments, respectful, and not stigmatizing of the child and family and that are sensitive to cultural and linguistic issues. (DEC Recommended Practice, C20)

### **What does this look like in practice?**

- Teachers uses strategies that are known to be effective and collects data to determine if the strategy works
- Teachers validate children's home language by learning some words in that child's language and incorporating the child's home language into daily routines and activities
- Activities and celebrations are representative of individual children

## ***ESSENTIAL KNOWLEDGE: MOVING BETWEEN AND AMONG VARIOUS TYPES OF EARLY CHILDHOOD SERVICES IS KNOWN AS "TRANSITION"***

National Association for the Education of Young Children, NAEYC Standard 6: Becoming a Professional, Engaging in continuous, collaborative learning to inform practice (Key elements 6c) and Integrating knowledgeable, reflective, and critical perspectives on early education (Key elements 6d)

### **What does this look like in practice?**

- Professionals participate in a range of activities to support children such as transition planning meetings, IEP meetings, or collaboration/communication with a service coordinator.

## ***ESSENTIAL KNOWLEDGE: COMMUNICATION IS ESSENTIAL FOR SUCCESSFUL TRANSITIONS***

Family members and professionals work together and share information routinely and collaboratively to achieve family identified outcomes (Division for Early Childhood, DEC Recommended Practices, F2)

### **What does this look like in practice?**

- Providers have access to phones with which to call and speak privately to parents on a regular basis
- Providers conduct home visits with families to gather information and share information with families
- Providers identify child strengths , needs and interests

## ***ESSENTIAL KNOWLEDGE: FAMILIES ARE ENGAGED IN COLLABORATIVE TRANSITION PLANNING***

Program policies include structures and mechanisms such as job descriptions, planning time, training and resources for teaming resulting in meaningful participation for on-going coordination among professionals, families, and programs related to service delivery, including transition (DEC Recommended Practice, PS29), CEC/DEC Standard 10: Collaboration, Assist the family in planning for transition. (EC10 S8)

### **What does this look like in practice?**

- Families share information with professionals about modification that can be made for their child to be successful in different environments
- Child interests are used when developing learning activities in the classroom

## ***ESSENTIAL KNOWLEDGE: CHILD AND FAMILY'S INDIVIDUAL NEEDS ARE IDENTIFIED DURING TRANSITION***

Program policies ensure that family supports, service coordination, transitions, and other practices occur in response to child and family needs rather than being determined by the age of the child. (DEC Recommended Practice, PS24)

### **What does this look like in practice?**

- Professionals talk with families in order to gather information about child and family needs and priorities
- Professionals identify adaptations and modifications to the environment to support child participation

***ESSENTIAL KNOWLEDGE: IDEA PROVIDES SUPPORTS FOR TRANSITION AND INCLUDES PROVISIONS FOR SUPPORTING TRANSITION PLANNING***

CEC/DEC Standard 10: Collaboration, Implement processes and strategies that support transitions among settings for infants and young children. (EC10 S9)

**What does this look like in practice?**

- Providers communicate with early intervention specialists and early childhood special educators regularly via e-mail, meetings or phone calls to strategize child's entry and adjustment to the new setting.