



Collaborative Partnership between a University and Early Childhood Center: Applying Developmentally Appropriate Practice to Home Visits

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Presented by:

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Collaborative Partnership: Applying DAP to Home Visits

To get us started:

Google Glass Fashion Eyewear out next Spring

[Project Glass: One day...](#)

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

Universal Design for Learning Resources

CAST: About CAST

<http://www.cast.org/about/>

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To get us started:

Framework to understanding technology
needs of a child/family

Joy Zabala SETT Framework

<http://www.joyzabala.com/>

Early Intervention in Natural Environments Blog

<http://naturalenvironments.blogspot.com/>

Teacher Home Visit Program

<http://teacherhomevisit.org/>

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Collaborative Partnership: Applying DAP to Home Visits

Today's Outcomes:

- Learn about the design and implementation of collaborative partnership
- Explore and examine creative ways to offer DAP learning experiences for young children in home visits
- Explore professional development resources and venues for DAP in early intervention programs and home visits.

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In the beginning...

- Lindenwood University formed an advisory council to examine new program development.
- United Services assisted in development of MA in Early Interventions in Autism and Sensory Impairments.
- Theory to Application Design.
(Practicum experiences embedded in each course.)

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This program focuses on:

- Autism
- Visual impairments
- Deaf/hard of hearing
- Dual diagnoses (autism and a vision and/or hearing impairment)

For infants and toddlers with sensory impairments, a diagnosis of autism may lag 18 months to 12 years after identification of a sensory loss.

(Creedon, M.P. 2008)

Prevalence of the co-existence of VI and developmental disability for children is estimated to be at 50-75 percent.

(Li, A. 2009)

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Course structure:

- Class calendar
- Learning events

Observations

Qualitative case study

Individual learning goal

- Blackboard

Resources

Discussions

Assignments

- Professor's blog inviting nationwide experts

<http://earlyinterventions.wordpress.com/2011/07/19/hello-world/>



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Early Interventions

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Welcome to Early Interventions

Dedicated to the field of Early Interventions (young children age birth to five years old) who have autism and sensory impairments, this blog serves as a forum for parents, experts, professionals, educators, and university students. I envision this blog as a means of professional development for anyone who is a “tapestry weaver” of early learning experiences, building connections to to share not only the latest research and evidence-based practices, but, more importantly, the perspectives of parents, my students and practitioners. I welcome your comments and look forward to hearing from you. Also, please visit [Lindenwood-University-School-of-Education-EI-in-Autism FaceBook page!](#)

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The screenshot shows a Blackboard Learn interface for Lindenwood University. The main content area displays a discussion board titled "Early Interventions with Very Young Children who have Vision Impairments". The forum post includes a welcome message from Cathy Smyth, a guest lecturer, and a list of topics for discussion. The interface also shows a sidebar with navigation links and a course management section.

Forum	Description	Total Posts	Unread Posts	Total Participants
Early Interventions with Very Young Children who have Vision Impairments	From October 24th through Nov. 7th, we are privileged to have guest lecturer Cathy Smyth from the Anchor Center. She will be leading discussions and answering our questions. Among the topics we will be discussing are Recommended Practices for EI Specialists of Families of Young Children who have VI, Promoting Play and Visual Behaviors and Skill Development. With each topic, there is a handout for you to review and discuss. As you study the handout, make a list of questions that you want to pose in the topical thread. Please read her introduction below: <p>Cathy Smyth, TVI, M.S., of Ed, Teacher of students with Visual Impairment</p> <p>Anchor Center for Blind Children</p> <p>I currently work as an itinerant home visit Early Interventionist for Anchor Center for Blind Children throughout northern Colorado. I received my B. S. of Ed in Special Education with a specialization in Visual Impairment (Birth to 21) at Illinois State University, and have a Master's degree in Early Childhood Education (Birth to 9) from Nazareth College in Rochester, New York. My professional background includes providing services to children with visual exceptionalities in all possible settings, including home visits, itinerant services at community-based preschools and daycares, inclusive public school K-12 settings and specialized center-based programs. I have worked at Anchor Center for eleven years in the Preschool, Infant/Toddler program and now, Home visits.</p> <p>I have recently begun pursuing my Doctorate in Special Education (2008) with a concentration in Research at the University of Northern Colorado. My research interests include feeding/feeding development in young children with visual impairments.</p>	122	0	13

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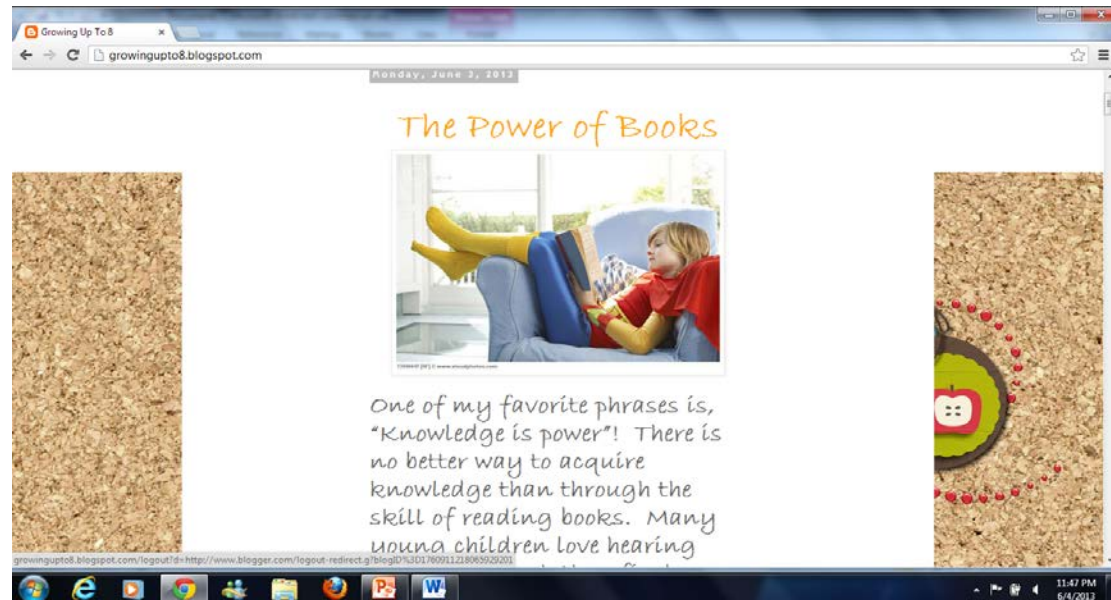
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The University Professor designed a blog where early intervention experts can come together to discuss the latest research findings and strategy implementation ideas that follow Recommended Best Practices and Universal Design for Learning.



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Growing Up to 8 blog



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The Child Development Therapist had created a blog to provide thoughts, ideas, and suggestions for parents and professionals who work with infants, toddlers, preschoolers, and young children up to 8-years-old. Information can be implemented in a home or classroom environment. The goal is for parents and professionals to think about how skills normally taught in a classroom can be implemented in a home environment.



Precepts of the Program

Build on common goals and understandings:

- Parents are the most important decision maker in a child's life.
- Parents are the experts of their child.
- Parents are the constant in their child's life.
- Full collaboration and shared responsibility require respect for the individual uniqueness of the family and child's strengths and assets.

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Areas of Knowledge to Consider in Core Considerations for Developmentally Appropriate Practice

1. Child development benchmarks
2. Individual child's learning strengths and needs
3. Family and community's strengths, priorities, resources, concerns, and challenges (social and cultural contexts)

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Taken from A Position Statement of the National Association for the Education of Young children: NAEYC Developmentally Appropriate Practice in Early childhood Programs Serving children from Birth through Age 8 (2009).



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Early interventionist candidate shadowed child development therapist and speech and language therapist.

- Home visits
- Accompanied graduate students on home visits
- Child development therapist prepared Lindenwood University students and professor before home visit and debriefed with them immediately at the conclusion of the therapy session

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Clinical experiences incorporate class assignments into home visits.

Assignments include:

Qualitative study with triangulation of parent(s)/family's, EI specialist's, and agency/resources' perspectives using contextual teaching of dilemmas for case studies.

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Parent's perspectives:

- Ecomap
- Annual goal development
- Progress monitoring
- Preparation for educational transitions

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Ecomap: Person-Centered Planning

- A tool to identify the supports within a nuclear family's system
- Identifies circle of support, existing and possible sources of support or stresses

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Purpose of the ecomap

- To get to know the family
- Takes about 10 to 15 minutes to complete
- Explore the resources surrounding the family
- Identify the strengths and stresses
- Identify the caregiver's needs
- Identify possible new supports

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Benefits of incorporating an eco-map into a home visit

- Provides the family an opportunity to determine individual support systems
- Allows the educator to understand the individual needs of the family members
- Takes into consider the family's social/cultural background
- Develops a collaborative approach in reviewing the child's developmental skills as goals are developed

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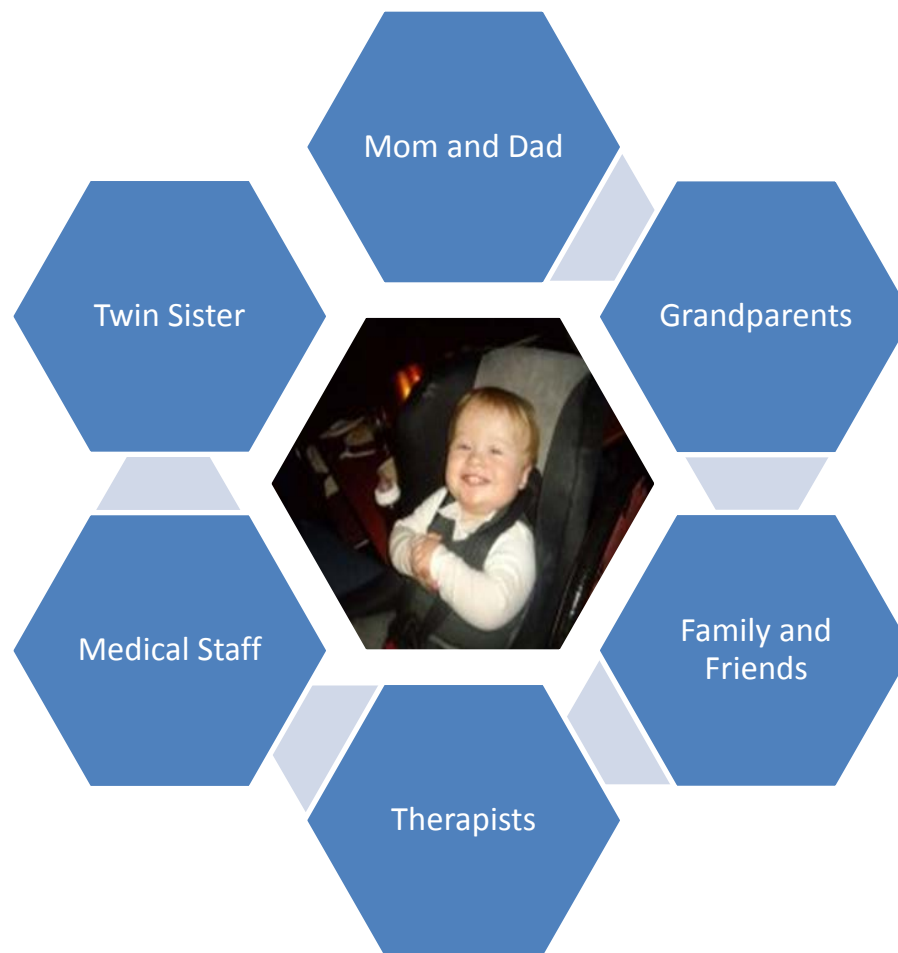
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The Village



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Child Development Therapist's Perspective

- Interviewed by each student after attending a home visit
- Provided her observations and impressions from the home visit
- Discussed involvement within professional organizations
- Answered any questions regarding the strategies used within early intervention and natural environments

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University Professor's Perspective

- Professor's participation in home visits
- Strengthened relationships with students, families, and therapists
- Validated relevancy of classroom instruction
- Increased classroom engagement
- Increased sensitivity to family's culture

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Collaborative Efforts

- Child Development Therapist taught class on IFSP development at Lindenwood University
- Mutual Sharing of power points and lessons
- Working together on other projects
 - Textbook
 - Grant
 - Conference presentations

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Just for giggles...

Think, Pair, Share: You are on a home visit with this family. While you are visiting with Mom, you observe these twins. With a neighbor, apply the areas of knowledge for developmentally appropriate practice to this YouTube vignette.

[Vignette of Talking Twins](#)

What do you know about these children?

1. Child development benchmarks
2. Individual child's learning strengths and needs
3. Family and community's strengths, priorities, resources, concerns, and challenges (social and cultural contexts)

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