SPED 63953 Practical Applications Birth to Five

Week One
Agenda

• Introductions
• Review of Syllabus
• Review of Assignments
  – Participation
  – PBA Assignment
  – AEPS case study
  – IEP/IFSP and participation
• Vista Overview
• Course Vision
• Activity Based Instruction
• Learning Journals and Action Plans
Ice Breaker Activity

• On a piece of paper describe yourself using 2 nouns – be prepared to share with the group

• For example –
  – Chris Farley fan - I have always had a crush on this guy for some reason. I believe that even though he is a huge man, he is extremely graceful and athletic. The way he can do a dead fall on a coffee table takes my breath away.
  – Ankle twister - Ever since I was a child, I have been falling on concrete, tripping on carpet, falling off my bike, and slipping on the ice. I am a very clumsy person by nature and I've sprained my ankle every year of my life.
Assignments

- Assignments total 100 Points
- One (1) extra credit point can be earned by attending the plagiarism workshop
- Course policies are described in the syllabus
- Four (4) assignments
  - PBA with intervention guide (35 points)
  - AEPS case study (20 points)
  - IFSP/IEP (30 points)
  - Participation (15 points)
Play-Based Assessment (PBA)

• What is PBA?
  – An approach to assessing children’s strengths, interests, and emerging skills as a member of a transdisciplinary team

• What is required?
  – Review course description
  – Rubric posted in VISTA (check weekly)
    • Special VISTA site just for PBA
    • Teams will be announced on February 28th
    • Will meet PBA teams on February 28th
    • Set of readings assigned by February 28th (posted in PBA VISTA)
AEPS Case Study

• Gain an understanding of administration, scoring, and interpreting the AEPS
  • Target child can be a child at risk, diagnosed with a disability, or typically developing between the ages of 6 months through 8 years

• Required Components
  – Input of information into the AEPSI system
  – Completed AEPS Child Observation Data Recording Form
  – Completed AEPS Family Report
  – Completed Graphed Percentages
  – Completed AEPS Child Progress Report
  – Summary of the child’s cutoff score
  – List/summary of child’s strengths, emerging skills, and areas to target for intervention
IFSP/IEP Assignment

• Create both an IFSP and an IEP
  – Using the child from your case study assignment to develop one plan and the child from your Play Based Assessment for the other plan
  • Your decision on which age group you chose for the case study (0-3 or 3-8) will determine which age group you will be assigned for the Play Based assessment assignment.
Participation

• On-line discussion – Asynchronous from April 11 until April 25.

• Working collaboratively and participating actively throughout course activities

• Continued Reflection and Action Planning

• Online Survey’s
Learning Journals and Action Plans

• Each week students will be provided with time at the end of class to
  – Summarize the information that is covered
  – Consider the implications of this information within practice or related to previous or future experiences
  – Consider additional information they require around the topic or questions they still have.
Course Vision

Why are we focusing on these topics?
Linked System Approach

**Assessment**

- Observations
- Direct Tests
- Report

**Collecting Information**

**Summarizing Information**

- Child Goals
- Family Outcomes

**Monitoring**

- Weekly
- Quarterly
- Annual

**Individualizing**

- Activity-Based Intervention

**Evaluation**

**IFSPs/IEPs**

**Curriculum and Intervention**
ABI Defined

• Activity-based intervention is an approach that uses behavioral learning principles to encourage child interactions and participation in meaningful (i.e., authentic) daily activities with the explicit purpose of assisting the child in acquiring, generalizing, or strengthening functional behaviors.
Activity-Based Intervention

**IS**
- an approach to working with young children
- for all young children (home or center-based)
- compatible with a wide variety of teaching strategies
- family-centered
- grounded in theory and research
- flexible
- time consuming and requires planning time

**IS NOT**
- a specific curriculum
- just for children with disabilities
- an adult-directed approach
- easy
# ABI Framework Continued

## Purpose

To enhance children’s learning and use of important developmental skills

## Focus

Child-environment transactions during authentic activities

## Elements

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<td></td>
<td>Child-Directed, Routine, and Planned Activities</td>
<td>Multiple &amp; Varied Learning Opportunities</td>
<td>Functional and Generative Target Skills</td>
<td>Timely and Integral Feedback</td>
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## Process

Embedding learning opportunities during daily activities (child-directed, routine, and planned) offers multiple and varied learning opportunities that in turn, elicit desired responses from children (i.e., opportunities to acquire and use functional and generative skills) that are supported by timely and integral feedback (i.e., consequences that are directly related or are contingent upon children's behaviors).
Transactions

- Transactional implies a bi-directionality of effect (Sameroff & Chandler, 1975).

- Child-environment transactions are at the heart of learning and are intended to produce change in children's behavioral repertoires.
ABI Framework

• Purpose – improved outcomes
• Focus – daily transactions
• Elements
  – Types of activities
  – Learning opportunities
  – Functional and generative behaviors
  – Logical and integral antecedents and consequences
• Processes - embedding
4 Main Elements of ABI

1. Child-Directed, Routine, and Planned Activities
2. Multiple and Varied Learning Opportunities
3. Functional and Generative Goals
4. Timely and Integral Feedback/Consequences

Underlying Element:
Embedded Learning Opportunities
Authentic Activities

- To obtain desired change and growth, intervention efforts should focus on activities and events that are authentic to children.
- In this sense, authentic refers to transactions or exchanges that are salient and relevant for children as well as being integral to the ongoing flow of daily activities.

- Examples? Non-Examples?
What do we mean by authentic?

Do authentic experiences and “natural” settings/experiences have the same meaning?
Element One: Three Types of Activities

- Child-initiated
- Routine
- Planned
Child-Directed Activities

- Children’s motivation is used for learning
- Target responses appear to emanate from the child without any direct request or prompting
- Children learn how to respond as well as how to initiate
- Child initiations are encouraged
- Adults and children both play critical roles
- Balanced turn-taking
Following Children’s Lead

• Capitalize on responses that appear to emanate from the child without any direct request or prompting
• Allow for children’s self motivation to guide acquisition and generalization of targeted responses
• Provide consequences that are inherent in the action or activity
• Understand that it is ok to redirect child initiations
Children’s Interest

- **Gain** information about children’s interests from important settings
- **Select** activities and themes based upon children’s interests
- **Move** from one activity or theme to another based upon children's interests
Routine Activities

- Refers to the daily or regular occurrences of necessary events required to negotiate one’s day-to-day existence.
- Examples include eating, dressing, bathing, and traveling.
Planned Activities

- Designed events that occur with adult guidance
- Provide multiple and varied learning opportunities
- Require knowledge about individual children’s present levels of performance, advanced planning, and awareness of children’s targeted skills
4 Main Elements of ABI

1. Child-Directed, Routine, and Planned Activities
2. Multiple and Varied Learning Opportunities
3. Functional and Generative Goals
4. Timely and Integral Feedback/Consequences

Underlying Element: Embedded Learning Opportunities
Learning Opportunity Defined

• Learning opportunities allow children to practice, perform, or attempt to produce targeted behaviors

• Learning opportunities can be created by an adult, peer, the physical environment, or an attribute internal to the child
4 Main Elements of ABI

1. Child-Directed, Routine, and Planned Activities
2. Multiple and Varied Learning Opportunities
3. Functional and Generative Goals
4. Timely and Integral Feedback/Consequences

Underlying Element:
Embedded Learning Opportunities
With so many approaches, how do they all fit together?

- Consider DAP, ABI, UDL, and DI

**Guiding Questions**

- What do you currently know about these approaches?
- What is the relationship between these approaches?
- Can their be a co-application of these approaches?
- What are the benefits of application?
- What are the challenges
Reflection and Action Planning
Getting Ready for Week Two

• What to read?
  – Chapters 1, 2, 3 in the ABI book
  – Chapter 1 in AEPS

• Things To Do
  – Review the syllabus and course assignments to determine if you have questions or need additional clarifications on the assignments
  – Access Vista