

Linking Standards, IFSPs and Service Delivery

A Challenge and An Opportunity!

How did we get here??

- ❖ The PA Standards for Early Childhood, Infant/Toddler are not new. You probably remember talking about them in the past. However, they were revised in 2014, and are now required for use in all OCDEL programs, including Early Intervention.
- ❖ Each EI program had to do an Action Plan to determine how the PA Standards would be used within their system. With the help of several local stakeholders who use or provide EI services, we came up with a training plan and accessed the materials to make this process easy for staff and fun for families. Your peers put this information together, and will be using the tools along with all of you.
- ❖ We did an in-person training in October, 2015, and have now made the training available to everyone using an online website. So glad you found us!!
- ❖ Through this training, we will share our ideas for using the Standards with families in EI. You will get some great ideas, but these are only examples to get you started. As we all get more comfortable with the tools we have available, we want folks to talk and share the ideas they have.
- ❖ Don't be shy, let us know what is working for you!! How are you documenting what you do?? How are families responding?? How easy is it to relate the Standards to a child's IFSP outcome and strategies? To Coaching??

Training Objectives = AWARENESS!!

- ❖ Familiarize and learn about the PA Learning Standards
- ❖ Understand how the standards will support and enhance service delivery
- ❖ Share resources provided in order to easily share the standards with families
- ❖ Provide therapists with tips for documentation

Standards are ...

- ❖ A set of principles and values that are the foundation for the way in which a program operates
- ❖ A framework that reminds us all what typical development looks like; what expectations are reasonable for children. Helps families understand how children typically develop, how skills build on each other as children grow.
- ❖ A set of common elements that can be used across all similar programs to benefit young children's learning. Did you know that Keystone Stars child care programs, Head Start, and other OCDEL professionals are already using the PA Standards for Early Childhood? That provides a common language for explaining development and our IFSP outcomes to the important people in the child's world.
- ❖ Families will hear about Learning Standards in a variety of ways as the child grows and goes through school. Families can start to understand how the Standards work even if their child is an infant. And it can be fun!!

Standards are NOT ...

- ❖ A curriculum- There are no lesson plans or prescribed steps for intervention.
- ❖ IFSP outcome/goals- We do NOT expect you to reference or document a specific Standard number on IFSP outcomes or strategies developed with the family.
- ❖ An assessment-No developmental scores or eligibility results.

Why Standards?

- ❖ Standards guide the **intentional instruction** of ALL young children in ALL learning settings, including the home. They can be adapted for use with children who have significant global delays or medical complications by looking at developmental level rather than chronological age.
- ❖ Standards inform practitioners and families/caregivers, enhancing the learning principles associated with goals/outcomes. Helps us show families what they are already doing to support their child's development, and offers new ideas to try within typical routines/activities.
- ❖ And do you know how YOU are already using the PA Standards for Early Childhood???

Introduction to the PA Standards



Age Groupings

- ❖ Infant
- ❖ Young Toddler
- ❖ Older Toddler
- ❖ Pre-Kindergarten
- ❖ Kindergarten
- ❖ Birth-12 months
- ❖ 9-27 months
- ❖ 24-36 months
- ❖ 3-5 years (60months)
- ❖ 5 years of age
(by Sept. 1)

Guiding Principles

(page 8)

- ❖ Define high quality early childhood programs including EI
- ❖ Emphasize what Pennsylvania feels are the essential elements that support high quality services

GUIDING PRINCIPLES

High-quality early care and education programs offer learning opportunities that have a significant impact on the success of all children. A warm, responsive relationship with a highly-trained teaching staff is foundational. It is expected that teachers will intentionally integrate developmental knowledge with the attitudes,

skills, and concepts children need to make progress socially and academically. High-quality early care and education programs maintain high developmentally achievable expectations for all children using clear performance standards with a continuous cycle of assessment understood and used by staff, children, and families.



All who care for and educate infants and toddlers, whether in formal or informal early learning settings, have a significant impact on children's future successes.



Healthy attachment relationships are crucial for successful early learning during the infant and toddler years and provide the essential foundation on which all subsequent learning occurs.



All infants and toddlers can learn and deserve suitably high expectations that are age-, individually, and culturally appropriate.



Infants and toddlers learn best through meaningful play; concrete sensory interactions; and intentional activities, experiences, and active exploration of their environment as well as through interactions with adults in the context of routine care.



The multiple learning environments for infants and toddlers should stimulate and engage their curiosity of the world around them and meet their needs in all domains so children are and feel healthy, safe, secure, and nurtured.



Language and early literacy development must be supported and integrated throughout all aspects of formal and informal early care and education programs for infants and toddlers.



Infants' and toddlers' learning, development, and opportunities are supported when their teachers are trained in early childhood development and education, including professional training and ongoing professional development specific to infants and toddlers; are intentional in their relationships; and work with families to increase knowledge and support of child development.



Early care and education programs must address the individual needs of all infants and toddlers (e.g. with special needs, from diverse cultural backgrounds, from all socio-economic groups, etc.) and respect their families.



Early care and education programs are defined by a set of comprehensive standards that maximize an infant's or toddler's growth and development across all domains and that recognize that the domains are dynamically inter-related, especially during the infant and toddler years.

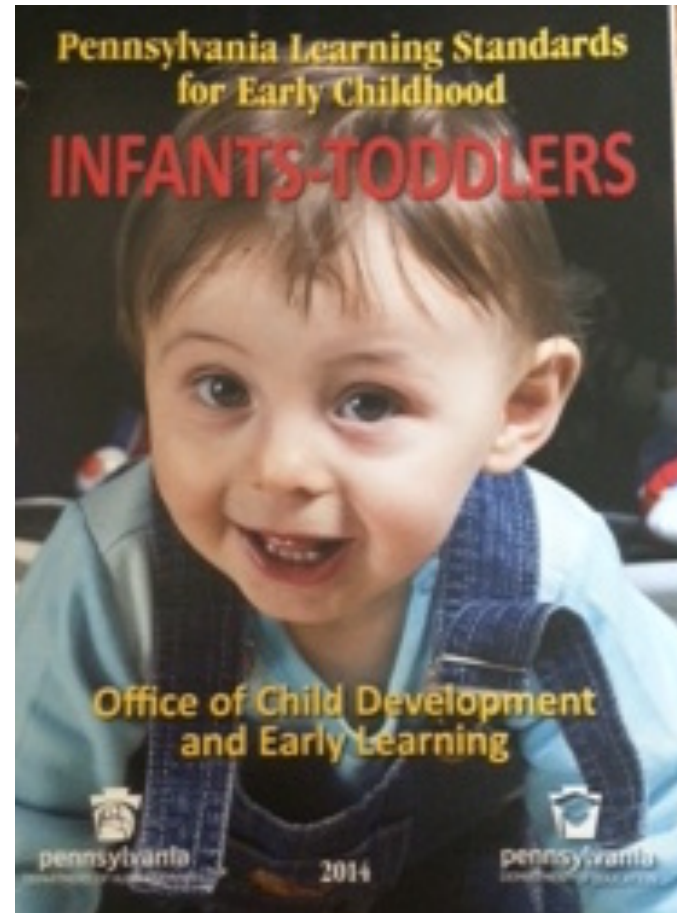


Effective support for infant/toddler development requires a system of research-based assessment that documents infants' and toddlers' growth and development in relationship to a refined set of standards and is used to inform practice.



Infants' and toddlers' learning is enhanced when families, early learning environments/settings, and communities work together to provide continuity of high quality care.

Organization Of PA Standards



9 Key Learning Areas

- **Approaches to Learning through Play**
- **Language & Literacy Development**
- **Mathematical Thinking & Expression**
- **Scientific Thinking & Technology**
- **Social Studies Thinking**
- **Creative Thinking & General Knowledge**
- **Health, Wellness & Physical Development**
- **Social & Emotional Development**
- **Partnerships for Learning**

Title Page

- ❖ One for EACH Key Learning Area-the domains of learning that assure a child's holistic learning
- ❖ Tagline
- ❖ Descriptive Paragraph
- ❖ Table of Contents (Standards booklet pages 2-3)
 - ✓ Standard Area #
 - ✓ Standard Descriptor



Organization of Key Learning Areas

- ❖ **Numbered Standard Area**-allows for smaller topics in each Key Learning Area
- ❖ **Big Ideas**-describes the information that children should acquire across all age levels - the main concept
- ❖ **Essential Questions**-linked to the BIG IDEAS and provides the questions that support children's inquiry

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

AL.1 Constructing and Gathering Knowledge

BIG IDEAS: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning.

ESSENTIAL QUESTIONS: What strategies can be used to gather information? What can I learn from my everyday experiences, including play?

Organization (cont.)

- ❖ **Broad Standard Statement**-summarizes the key focal points found within the standard statements
- ❖ **Standard**-a specific skill a child should know by the end of the developmental age range
- ❖ **Concepts and Competencies**-skills that help to define the construct of the STANDARD
- ❖ **Supportive Practices**-practitioners and families can employ these strategies to help children learn or make progress with particular skills

A. CURIOSITY AND INITIATIVE

BROAD STANDARD STATEMENT: Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.

Infant

| Standard | Concepts and Competencies | Supportive Practices |
|---|--|--|
| AL.1 I.A Use the senses as a primary means to explore and learn from the environment. | The learner will: <ul style="list-style-type: none"> Use hands, mouth, and eyes in a coordinated manner to explore body, objects, and surroundings. Transfer items from hand to hand to investigate the feel or appearance. | The adult will: <ul style="list-style-type: none"> Provide opportunities for children to explore their natural and human-made environment. Talk about and describe objects in the environment with children. (e.g., trees, bark, leaves, flowers, petal, stem, mailbox, birdfeeder) Put objects around the room to capture children's interest. Intentionally use music or other sensory activities. Engage children in routines by describing what is being done. Show children how objects work. Provide safe areas where infants can explore. |

Young Toddler

| Standard | Concepts and Competencies | Supportive Practices |
|--|---|--|
| AL.1 Y.T.A Show interest in various environmental stimuli. | The learner will: <ul style="list-style-type: none"> Ask questions to obtain an adult response. Point to and move towards an object or activity. Engage with objects to learn about them. Reach for or ask to play with a new toy or object after introduced by adult. | The adult will: <ul style="list-style-type: none"> Provide a variety of activities and materials for exploration from their natural and human-made environment. Name and describe objects when children point to them. Encourage children to figure out how things work. Ask "I wonder " questions. Answer children's "why" questions. Provide safe areas and opportunities for children to explore and experiment. |

Older Toddler

| Standard | Concepts and Competencies | Supportive Practices |
|--|---|--|
| AL.1 O.T.A Explore characteristics of and ask questions about objects, people, activities, and environments. | The learner will: <ul style="list-style-type: none"> Explore object to see how they work. (e.g., pushing buttons to start and stop turning object over) Approach others at play and ask what they are doing or attempt to join in. Make independent play choices. Ask questions to seek information. | The adult will: <ul style="list-style-type: none"> Provide opportunities for children to explore objects and ask questions about the natural and human-made environment. Provide time for children to thoroughly explore or become involved in specific activities or materials. Use question/answer techniques to promote inquiry. Provide a variety of familiar and unfamiliar objects and experiences. Rotate materials frequently. Allow children time during the day to make independent choices. Ask open-ended questions. |

- ❖ Partnerships for Learning is unique to the PA Learning Standards for Early Childhood.
- ❖ The partnerships between the child, family, early care, and education programs and other agencies are critical to providing a holistic and seamless approach to children's learning.
- ❖ Early care and education programs and families should work together in order to share information about individualized learning plans and goals, assure positive transition to and from the current setting, and identify and refer family members to other community agencies when appropriate.

Partnerships for Learning

Families, Early Care and Education Programs, and Communities

- PL 1. Families are supported in times of need.
- PL 2. Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths.
- PL 3. Families have the support and information they need to encourage their children's learning and development.
- PL 4. Family members have support from other families.
- PL 5. Families have goals of their own and benefit from having supportive partners to help reach their goals.
- PL 6. Families grow in their leadership and use these skills in many different ways.
- PL 7. Families are supported in times of transition.

The Pennsylvania Partnerships for Learning Standards were informed by nationally recognized resources including the *Head Start Parent, Family and Community Engagement Framework*, *PTA National Standards for Family-School Partnerships®*, and the *Strengthening Families Protective Factors Framework™*. Information on these resources can be found in the resource guide at the end of the standards.



The partnerships between the child, family, early care, and education programs and other agencies are critical to providing a holistic and seamless approach to children's learning. Early care and education programs and families should work together to share information about individualized learning plans and goals, assure positive transition to and from the current setting, and identify and refer family members to other community agencies when appropriate.

Glossary

(See page 23)

- ❖ Placed at the end of each Key Learning Area
- ❖ References “key words” used in that Key Learning Area

Resources

- ❖ Arranged by Key Learning Areas
- ❖ Found at the end of the Standards on page 139
- ❖ Contains articles, books, and websites

Challenge and Opportunity

- ❖ Teams can use this information to remind us what is developmentally appropriate and can help us show families what skills the child needs to build upon
- ❖ The standards show steps that are necessary for a child to build upon in order to support the “Big Idea” and can be used with families as their child moves through early intervention
- ❖ Teams can explain the rationale for the standards with families and community partners and document in session/service notes
- ❖ Teams can use the **Checklist** to validate how we are already using the Standards in our therapy services

Process of Introducing the Standards in EI

- ❖ SC Role
- ❖ Evaluator Role
- ❖ Provider Role

Activity from Learning is Everywhere

Activity 1: ONE, TWO, IN THE KITCHEN WITH YOU

Key Learning Area: Mathematics Thinking and Expression

INFANT: Provide plastic bowls, pots, wooden spoons, etc. for your child to explore while you are cooking. Describe the sizes and the number of items.

TODDLER: Give your child plastic or metal measuring cups. Show your child how to stack the cups on top of each other according to size. Talk about which one is biggest, which one is smallest, then count them. Have your child repeat the task.

PRE-KINDERGARTEN: Give your child plastic or metal measuring cups or spoons. Ask her to put them in order from smallest to largest. Talk about which one is first, second, etc. Give him/her a plastic pitcher of water and allow him/her to fill another container using the cups and spoons. Talk about what is more and what is less.

KINDERGARTEN: Fill different containers with grapes, beans or rice. Ask your child to estimate or guess how many items are in each container. Write them down. Pour the items out and count together. See how close the guesses were to the actual amount.



Activity 2: SNACK TIME

Key Learning Area: Scientific Thinking and Technology

INFANT: Give your child a spoon during meal time. Allow him/her to bang it or put it in his/her mouth. This early exploration of tools will help your infant understand what they are used for.

TODDLER: Give your toddler a spoon and fork. Talk about the different characteristics: spoon is rounded, fork has prongs. Give him/her time to use both so he/she can understand the types of foods to eat with each one.

PRE-KINDERGARTEN: Lay a large piece of paper on your table. Ask your child to set his/her place at the table on top of that paper by giving him/her a plate and cup. Next give him/her a napkin and fork, spoon and knife. Trace around each object and talk about the different purpose each one has in helping us eat.

KINDERGARTEN: Ask your child to investigate different ways to eat the same food. Is it easier to eat soup with a fork or a spoon? How many different types of spoons are in your drawer? What purpose does each one have?



Activity 3: SHAPES ALL AROUND US

Key Learning Area: Approaches to Learning through Play

INFANT: Provide plastic bowls, plates, placemats, cups, etc. for your child to explore. Name the shapes when you give them to your child.

TODDLER: Ask your toddler to identify the shapes of plates, pots, napkins, cupboard doors, etc. Have him/her point to the shapes when they are named.

PRE-KINDERGARTEN: Provide round, square, triangle and rectangle crackers or other food (you can use cookie cutters to cut out shapes). You can count out three of each, and then ask your child to try. Next ask him/her to line them in a pattern – square, circle, rectangle, square, circle, rectangle, etc. Let your child choose the shape of their sandwich. Does he/she want squares, rectangles or triangles? Have your child observe while you cut the sandwich. It also teaches fractions - whole, half, quarter.

KINDERGARTEN: Using cheese slices, crackers, apple slices, orange wedges, etc. that are a part of his/her snack, ask your child to create an object or face out of the shapes.



Activity 4: AT THE TABLE

Key Learning Area: Language and Literacy Development: Reading, Writing, Speaking and Listening

INFANT: As you are feeding your infant, talk about the taste, temperature and colors of the food. Repeat these words frequently. Encourage your child to say these words when he/she is ready.

TODDLER: Encourage your toddler to use asking words and manner words like "May I..." "Please," and "Thank you". One of the best ways to do this is to use the words or phrases yourself when talking to your child! Don't forget to praise your child when they use their manner words.

PRE-KINDERGARTEN: Ask your child to tell you about his/her day. Ask questions like: What did you enjoy most about today? What were some things that you did? Who were some people you played with? What are some things you learned? Encourage your child to use words which describe feelings, colors, shapes, sizes, etc.

KINDERGARTEN: Encourage your kindergartener to create for a topic of conversation at dinner 3 nights a week. Encourage him/her to use his/her imagination, talk about books the two of you have read, or the days' events.



SUGGESTED BOOKS

The Very Hungry Caterpillar by Eric Carle

Jamberry by Bruce Degen

We Eat Dinner in the Bathtub by Angela Shelf Medearis

Chicken Soup with Rice by Maurice Sendak

The Carrot Seed by Ruth Krauss

The Wolf's Chicken Stew by Keiko Kasza

Stone Soup by Marcia Brown

The Doorbell Rang by Pat Hutchins

Pretend Soup and Other Real Recipes: A Cookbook for

Preschoolers & Up by Mollie Katzen and Ann Henderson

Chocolate Moose for Dinner by Fred Gwynne

The Kids' Multicultural Cookbook by Deanna F. Cook

Lunch by Denise Fleming

Pancakes, Pancakes by Eric Carle

For more ideas visit www.papromiseforchildren.com

How the Activity Ties in with the IFSP and the PA Standard

LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

J. VOCABULARY ACQUISITION AND USE

BROAD STANDARD STATEMENT: Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.

Infant

| Standard | Concepts and Competencies | Supportive Practices |
|--|--|--|
| 1.2 1J Use single words to identify family members and familiar objects. | The learner will: <ul style="list-style-type: none"> Look at or move toward named person or object. Repeat sounds initiated by adult. Use newly acquired vocabulary to name objects. | The adult will: <ul style="list-style-type: none"> Name objects when interacting with child, introducing new words and objects. Listen and respond to children's babble and attempts to say words. Respond to infant's gestures and nonverbal signals. |

Young Toddler

| Standard | Concepts and Competencies | Supportive Practices |
|--|--|---|
| 1.2 YTJ Use new vocabulary in everyday speech. | The learner will: <ul style="list-style-type: none"> Ask adults questions to learn names for new objects. Use newly acquired vocabulary to name objects. Understand about 200 words and use about 50 in everyday speech. | The adult will: <ul style="list-style-type: none"> Name objects when interacting with child, introducing new words and objects. Pause before ending a phrase in a song or story to allow child to say the next word. Use words and gestures that correspond to activity or story. |

Older Toddler

| Standard | Concepts and Competencies | Supportive Practices |
|---|--|---|
| 1.2 OTJ Use expanded vocabulary in everyday speech. | The learner will: <ul style="list-style-type: none"> Talk about pictures using new vocabulary words or phrases. Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations. Begin to use new vocabulary when asking questions or describing situations or objects. Use prepositions and pronouns. Understand as many as 900 words and use about 300 in everyday speech. | The adult will: <ul style="list-style-type: none"> Encourage children to use new vocabulary when discussing pictures or real objects. Introduce new vocabulary. Model use of newly learned words or phrases. Support and acknowledge children's use of new words or phrases. Introduce Tier II vocabulary words. Discuss words and meanings of words in daily use. |

L. RANGE OF READING

BROAD STANDARD STATEMENT: Infants and toddlers will engage in reading activities.

Infant

| Standard | Concepts and Competencies | Supportive Practices |
|--|--|--|
| 1.2 1L Engage in reading activities. | The learner will: <ul style="list-style-type: none"> Gaze, babble, pat, and point at books or photos. Attend to pictures in a book during lap-reading with an adult. Purposefully seek out opportunities to engage with books. | The adult will: <ul style="list-style-type: none"> Read to children independently multiple times each day. Provide a variety of books for exploration. Engage children in lap-reading throughout the day, showing and describing the pictures. Make books accessible. |

30

Documentation

How to Document the Discussion
about the Standards with Families

| | | | | | | | | | | | | | |
|---|--|-----------------------|--|---|---|---|--|---|---|----------------------------|----------------|-----------------|----------|
| Optional Local ID # (if required) | | | | 0 | 1 | 0 | 1 | 0 | 1 | Date:10/15/13 | Time in:8:00AM | Time out:9:00AM | Units: 4 |
| Name of Child | | Provider/Agency | | | Type of Service | | | Type of Session | | Location of Session | | | |
| Jasper T. | | Pinnacle Health - IDP | | | OT <input checked="" type="checkbox"/> PT <input type="checkbox"/> ST <input type="checkbox"/> SI <input checked="" type="checkbox"/> Other: | | | Initial <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/> <input type="checkbox"/> Other: | | Home: Mom, brother, Jasper | | | |
| Outcome(s)/Goals(s) from IFSP/IEP: Goal #2 Grow Communication Skills including gestures, sounds and words | | | | | | | | | | | | | |
| Child and Family Outcome Update: New Word: "ook-ie" (Imitated) and (Spontaneous) - 1 time to request :) | | | | | | | | | | | | | |
| What we did today to address the outcome: Include how intervention was embedded within <u>activities and routines, family participation and how strategies were used.</u> | | | | | | | Strategies used: | | | | | | |
| <p>Prior to this session mother set the stage for the "Learning is Everywhere" Snack Time Activity she chose during the previous visit. She had favorite foods such as pudding and bread bits along with spoons gathered for the boys' AM Snack/Meal.</p> <p>Mother narrated the activity beautifully, pairing one word labels and related sounds as Jasper explored and ate his snack foods and practiced his self-feeding skills. Therapist joined family in the activity and offered additional examples of one word labels and related sounds.</p> <p>Mother doled out small portions of foods to encourage Jasper to use his gestures and words to request "more" of specific foods/items during the snack time.</p> <p>After the activity concluded the therapist utilized the "Learning is Everywhere - We're Learning in The Kitchen" Activity Card Sheet to introduce the PA Early Learning Standards. Therapist pointed out the Key learning Area: Language and Literacy listed under the chosen activity, Activity 4: At The Table. A copy of the related Early Learning Standards, 1.2 I.J and 1.2 Y.T.J was shared and reviewed with mother. This led to the mother exploring this communication related standard including the concepts and competencies sections and the supportive practices sections.</p> <p>Concluded with an introduction to the PA Promise Website. Guided mother to links for the Infant Early Learning GPS and Learning is Everywhere Site.</p> | | | | | | | <input checked="" type="checkbox"/> Direct teaching <input checked="" type="checkbox"/> Demonstration <input type="checkbox"/> Guided practice w/feedback <input checked="" type="checkbox"/> Caregiver practice w/feedback <input type="checkbox"/> Problem solving <input checked="" type="checkbox"/> Reflection <input checked="" type="checkbox"/> Other: Introduction of PA EI Standards | | | | | | |
| Progress information/data collection: | | | | | | | Plans for next session and opportunities for practice: Please explore the following links to gain more information related to Pennsylvania's Early Learning Standards for Infants-Toddlers: | | | | | | |
| "more" sign (Imitated)(Spontaneous), point to request, "Mama" to gain Mom's attention, wave to greet, arms up for "Pick Me Up," Head Shake "No" to refuse, "Mmmm" | | | | | | | http://papromiseforchildren.com/infant-early-learning-gps/ http://papromiseforchildren.com/help-your-child-grow/learning-is-everywhere/ | | | | | | |

Additional Resources

- ❖ PA Promise for Children

<http://papromiseforchildren.com/>

- ❖ Early Learning GPS

<https://www.earlylearninggps.com>

One Size Does Not Fit All

