

# What are the DEC Recommended Practices?



## Recommended Practices

of the Council for Exceptional Children

- The DEC Recommended Practices “the RPs” provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of children birth through five years, who have, or are at-risk for developmental delays or disabilities.
- They supplement developmentally appropriate practices for all young children with more specialized practices.

- They are supported by research, values, and experience.
- The RPs can be used across a variety of early childhood settings, in accord with the DEC/NAEYC position statement on early childhood inclusion.
- They are intended to be used by preservice and in-service professional development providers, and to provide guidance to local and state leaders who support practitioners.
- They consist of 66 practices across eight topics: leadership, assessment, environment, family, instruction, interaction, teaming and collaboration, and transition.

## ECTA Center's DEC RP tools and supports can help improve practices!

**aRPy** (R-P, get it?) is your guide to the tools and supports from the **Early Childhood Technical Assistance Center** for learning about the RPs, and using them to:

***“Make sure all the little ones develop and learn the best they can!”***

Our **Performance Checklists** are great for anyone learning to “do” the practices. Record your results and repeat the checklist over time for goal recognition or for self-evaluation.

**Practice Guides for Practitioners and Families** explain and provide success indicators for the RPs. Each includes a **Video Illustration** and example story. They are available in both print and mobile PDF formats for people on the go!

Quickly test knowledge that directly relates to the Checklists and Practice Guides with an **aRPy Pop Quiz**, or go in-depth with **Online Learning Modules** for professional development!

**aRPy**  
Ambassadors



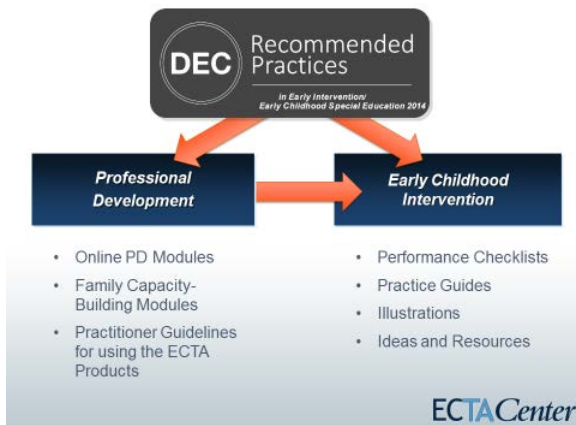
ECTA Center selected **aRPy Ambassadors** to spread the word about the RPs. If you have questions about the RPs or our resources, the aRPy Ambassador for **Illinois** is:

**Chelsea Guillen**  
cguillen@illinois.edu  
217-244-2621

**ECTA Center**

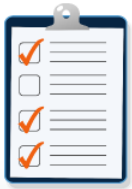
[ectacenter.org/decrp](http://ectacenter.org/decrp)

## ECTA Center's Products to Promote the Use of the DEC Recommended Practices



**The suite of products** currently planned includes Performance Checklists, Practice Guides for Practitioners and Parents, online modules for PD and Family Capacity-Building Modules, plus guidelines for using the products.

### Example of a Performance Checklist



Each checklist is formatted in the same way for consistency across topic areas

ECU Memorandum Practices Issues: **INTERVENTION**

**INFLUENCE FOR FIELD RESEARCH**

## Adult-Child Interaction Checklist

This checklist provides a measure of adult-child interaction in the home. It is designed to be used by a parent or caregiver who has a child who is 2 to 5 years of age.

The 15 items of the checklist are measuring the following: 1) the child's ability to communicate with the adult; 2) the child's ability to interact with the adult; and 3) the child's ability to play with the adult.

Approximate amount of child behavior to be noted and recorded on the checklist is indicated by the number in parentheses.

The checklist can be used by parents to obtain a general picture of their child's behavior and to identify areas of strength and weakness. The checklist can also be used by parents to obtain a general picture of their child's behavior and to identify areas of strength and weakness.

Practice/Issue	Observed	Observed often	Observed sometimes	Observed rarely	Observed never
<p><b>Positive interactive quality of the practice</b></p> <p>1. The adult and child are seen to be in a good relationship with a sibling (10)</p> <p>2. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>3. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>4. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>5. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>6. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>7. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>8. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>9. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>10. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>11. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>12. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>13. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>14. The adult and child are seen to be in a positive relationship with a sibling (10)</p> <p>15. The adult and child are seen to be in a positive relationship with a sibling (10)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Negative</b></p> <p>1. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>2. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>3. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>4. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>5. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>6. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>7. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>8. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>9. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>10. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>11. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>12. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>13. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>14. The adult and child are seen to be in a negative relationship with a sibling (10)</p> <p>15. The adult and child are seen to be in a negative relationship with a sibling (10)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

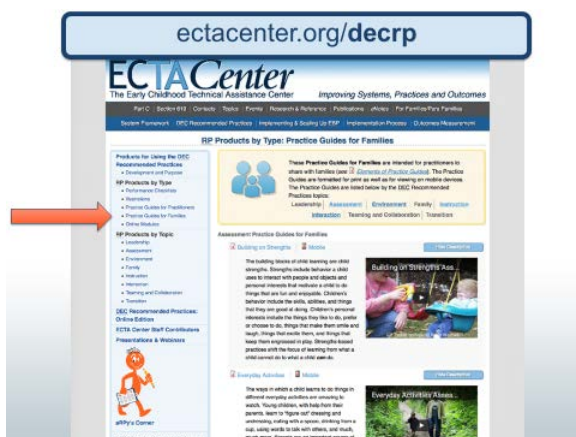
Source: Adapted from the *Adult-Child Interaction Checklist*, by Thomas A. Field, 1980, University of California, San Diego.

Reprinted with permission from the *Journal of Family Psychology*, 1980, 1(1), 1-10.

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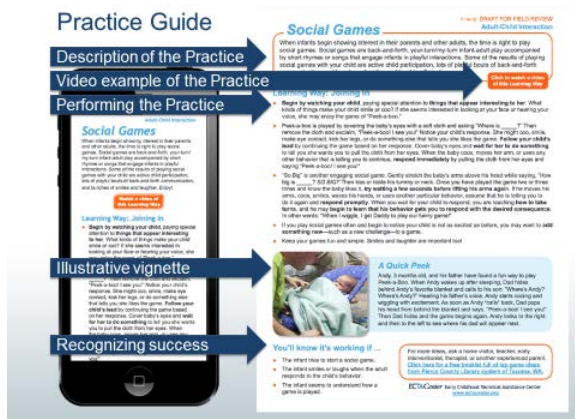
**30 Performance Checklists** covering the 8 Topics in DEC  
Recommended Practices for practitioners to use to  
implement the DEC recommended practices

<http://ectacenter.org/decrp/type-checklists.asp>



**Practice Guides for Families** are intended for practitioners to share with families. They are formatted for print as well as for viewing on mobile devices.

<http://ectacenter.org/decrp/type-pgfamily.asp>



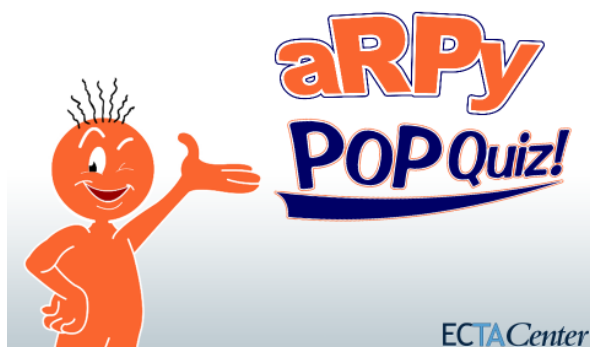
**Practice Guides for Practitioners** are intended primarily for practitioners working in group settings and for sharing with other practitioners in community programs. They are formatted for print as well as for viewing on mobile devices.

<http://ectacenter.org/decrp/type-pgpractitioner.asp>



**Practice Challenges** are a collection of statements of practice challenges that trainers can use with practitioners to identify which checklists and practice guides would be relevant to specific issues.

Not online at this time.



**aRPy's Pop Quizzes** to promote interest in the products. Can be used as introductions to the products, in training sessions. Discussion prompts under development.

Online interactives at:

<http://demosite.fpg.unc.edu/ectac-int1/>

<http://demosite.fpg.unc.edu/ectac-int2/>



**State Stories** describe how states have planned to use the Checklists and Practice Guides and RP<sup>2</sup> resources for state improvement efforts.