

CONFERENCE STRANDS

SAV workshops correspond to the following strands, which are aligned to DEC Recommended Practices:

Assessment

Assessment is the process of gathering information to make decisions, inform practice and guide instruction. Assessment informs intervention and, as a result, is a critical component of services for young children who have or are at risk for developmental delays/disabilities and their families. In early intervention and early childhood, assessment is conducted for the purposes of screening, determining eligibility for services, individualized planning, monitoring child progress, and measuring child outcomes.

Environment

Environmental practices refer to aspects of the space, materials (toys, books, etc.), equipment, routines, and activities that practitioners and families can intentionally alter to support each child's learning across developmental domains. The environmental practices encompass the physical environment (e.g., space, equipment, and materials), the social environment (e.g., interactions with peers, siblings, family members), and the temporal environment (e.g., sequence and length of routines and activities). They relate not only to supporting the child's access to learning opportunities but also ensuring their safety.

Family

Family practices refer to ongoing activities that (1) promote the active participation of families in decision-making related to their child (e.g., assessment, planning, intervention); (2) lead to the development of a service plan (e.g., a set of goals for the family and child and the services and supports to achieve those goals); or (3) support families in achieving the goals they hold for their child and the other family members.

Instruction

Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others. Instructional practices are a subset of intervention activities conducted by practitioners and parents. Instructional practices refer to intentional and systematic strategies to maximize learning.

Interaction

Sensitive and responsive interactional practices are the foundation for promoting the development of a child's language and cognitive and emotional competence. These interactional practices are the basis for fostering all children's learning. They represent a critical set of strategies for fostering children's social-emotional competence, communication, cognitive development, problem-solving, autonomy, and persistence

Leadership

State and local leaders establish the conditions that are essential for the successful implementation of best practices by, for example, the policies and procedures they develop and implement. Leaders in early intervention and early childhood can be program directors and other administrators, practitioners, family members, students, higher education faculty, and others.

Teaming and collaboration

The quality of the relationships and interactions among adults affects the success of programs. Teaming and collaboration practices are those that promote and sustain collaborative adult partnerships, relationships, and ongoing interactions to ensure that programs and services achieve desired child and family outcomes and goals. It is a given that the family is an essential member of the team and that the team includes practitioners from multiple disciplines as needed.

Transition

Transition refers to the events, activities, and processes associated with key changes between environments or programs during the early childhood years and the practices that support the adjustment of the child and family to the new setting. These changes occur at the transition from hospital to home, the transition into early intervention (Part C) programs, the transition out of early intervention to community early childhood programs, the transition into Part B/619, and the transition to kindergarten or school-age programs.