



DEC Recommended Practices Glossary

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The DEC Recommended Practices Glossary provides guidance to practitioners and families about the meaning of key terms used in the DEC Recommended Practices (April 2014) with accompanying references. Developed by the DEC Recommended Practices Commission.

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Term	Definition & Citation
Access:	<p>Access refers to providing a wide range of activities and environments (adults, peers, materials) for every child by removing physical barriers, making adaptations, and offering multiple ways to promote engagement for learning and development.</p>
	<p>DEC/NAEYC. (2009). <i>Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i>. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf</p>
Accommodations:	<p>Accommodations include any changes to materials, response modes, assessment, or instructional procedures that allow children with disabilities to fully demonstrate their knowledge and skills. Accommodations are designed to eliminate barriers. For example, a preschool child with a visual impairment might use a large print book during a small-group dialogic reading activity while classmates use a regular print book.</p>
	<p>DEC/NAEYC. (2009). <i>Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i>. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf</p>
Activities:	<p>An activity is “a situation-specific experience, opportunity, or event that involves a child’s interaction with people, the physical environment, or both, that provides a context for a child to learn about his or her own abilities and capabilities as well as the propensities and proclivities of others.” (Dunst, Bruder, Trivette, Hamby, Raab, & McLean, 2001, p.70)</p>
	<p>Dunst, C. J., Bruder, M. B., Trivette, C. M., Hamby, D., Raab, M., & McLean, M. (2001). Characteristics and consequences of everyday natural learning opportunities. <i>Topics in Early Childhood Special Education</i>, 2, 68-92.</p>
Adaptations:	<p>Adaptations refer to changes or modifications to activities or materials in the environment to facilitate or maximize a child’s participation.</p>
	<p>Sandall, S. R., & Schwartz, I. S. (2008). <i>Building blocks for teaching preschoolers with special needs</i> (2nd ed.). Baltimore, MD: Brookes.</p>

Adaptive:	Adaptive refers to having the conceptual, social, and practical skills young children use in their everyday lives.
	Horn, E., Snyder, P., & McLean, M. (2014). Assessment of adaptive behavior. In M. McLean, M. L. Hemmeter, & P. Snyder (Eds.), <i>Essential elements for assessing infants and preschoolers with special needs</i> (pp. 316-354). Boston, MA: Pearson.
Assessment:	Assessment refers to the process of collecting information for the purpose of making informed decisions.
	Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i> . Missoula, MT: Division for Early Childhood.
Assistive technology (or assistive devices):	The term ‘assistive technology device’ means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
	Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i> . Missoula, MT: Division for Early Childhood. Individuals with Disabilities Education Act, 20 U.S.C. & 602 (2004).
Autonomy:	Autonomy in young children represents their drive toward becoming more independent. When children are provided with an appropriate level of support and environment that promotes autonomy, they grow in competence and ultimately develop the capacity to make their own productive decisions.
	Erikson, E. (1963). <i>Childhood and Society</i> , (2nd Ed.). New York, NY: Norton Press.
Behavior:	Behavior refers to the actions people (children and adults) do; this term refers to actions that are desirable or adaptive (e.g., speaking, playing with toys, interacting with peers) or undesirable or challenging self-injury).
	Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i> . Missoula, MT: Division for Early Childhood.
Behavior momentum:	Behavior momentum is the theoretical principle underlying the effectiveness of the high-probability request procedure. It is often used as a synonym for the high-probability request procedure.
	Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended</i>

	<p><i>practices: A comprehensive guide for practical application in early intervention/early childhood special education.</i> Missoula, MT: Division for Early Childhood.</p>
<p>Challenging behavior:</p>	<p>A challenging behavior is any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in prosocial interactions with peers and adults.</p> <p>Smith, B., & Fox, L. (2003). <i>Systems of service delivery: A synthesis of evidence relevant to young children at risk of or who have challenging behavior.</i> Tampa, FL: Center for Evidence-Based Practice: Young Children with Challenging Behavior, University of South Florida.</p>
<p>Coaching:</p>	<p>Coaching refers to a cyclical process designed to support practitioners, primary caregivers, or other adults to implement interactional or instructional practices with fidelity. Primary components of coaching include needs assessment, goal setting, action planning; observation; and reflection and feedback.</p> <p>National Center on Quality Teaching and Learning. (2014). Practice Based Coaching: Collaborative Partnerships. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/practice-based-coaching.pdf</p>
<p>Cognitive:</p>	<p>The term cognitive refers to skills such as attending to stimuli, or noting similarities and differences between stimuli, or mental abilities such as remembering, thinking, reasoning, and problem-solving.</p> <p>Wolery, M., & Wolery, R. A. (1992). Promoting functional cognitive skills. In D. B. Bailey & M. Wolery (Eds.), <i>Teaching infants and preschoolers with disabilities</i> (2nd ed., pp. 521-572). New York, NY: Merrill.</p>
<p>Collaboration:</p>	<p>Collaboration refers to interactive relationships between adults, such as family members and professionals who work together to achieve mutually agreed upon outcomes/goals.</p> <p>Division for Early Childhood. (2014). <i>DEC recommended practices in early intervention/early childhood special education 2014.</i> Retrieved from http://www.dec-spced.org/recommendedpractices</p>
<p>Communication:</p>	<p>Communication is any means by which an individual relates or exchanges, experiences, ideas, preferences, knowledge, and feelings.</p> <p>McCauley, R. & Fey, M. (2006). <i>Treatment of language disorders in children.</i> Baltimore, MD: Brookes.</p>
<p>Consequences:</p>	<p>Consequence is a term used to describe what follows a behavior. Some consequences, especially those that are immediate and relevant to current motivational states, have significant influence on</p>

	<p>future behavior; others have little effect.</p>
	<p>Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). <i>Applied behavior analysis</i> (2nd ed.). Upper Saddle River, NJ: Pearson.</p>
<p>Consultation:</p>	<p>Consultation involves professionals providing training, technical assistance, and/or feedback to those individuals working directly with children (e.g., a consulting physical therapist might work with an early interventionist on issues related to positioning an infant with cerebral palsy).</p>
	<p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
<p>Contextually relevant:</p>	<p>Contextually relevant refers to embedding instruction into ongoing classroom routines and play activities. This typically involves inserting brief instructional exchanges within ongoing activities without breaking the flow of the activity or interrupting children’s engagement in the ongoing activity.</p>
	<p>Venn, M. L., Wolery, M., Werts, M. G., Morris, A., DeCesare, L. D., & Cuffs, M. S. (1993). Embedding instruction in art activities to teach preschoolers with disabilities to imitate their peers. <i>Early Childhood Research Quarterly</i>, 8, 277-294.</p>
<p>Correspondence training:</p>	<p>Correspondence training is a procedure that reinforces a match (correspondence) between what children say and do. There are several variations of the procedure including the “plan, do, and review” approach, which involves asking the child what he or she is going to do (“plan”), providing an opportunity for the child to engage in the behaviors listed in the plan (“do”), and after the session asking the child what he or she did (“review”). Reinforcement can be delivered at each step of the procedure.</p>
	<p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
<p>Cultural and linguistic diversity:</p>	<p>Cultural and linguistic diversity refers to “behavioral, value, linguistic, and other differences ascribed to people’s cultural backgrounds. Cultural diversity almost invariably includes some level of diversity in how language is understood and used . . . [the terms] cultural diversity and cultural linguistic diversity [are often used] synonymously” (Barrera, Corso, & Macpherson, 2003, p. 6)</p>
	<p>Barrera, I., Corso, R., & Macpherson, D. (2003). <i>Skilled dialogue: Strategies for responding to cultural diversity in early childhood</i>. Baltimore: Paul H. Brookes.</p>

Data:	Data are units of information that are collected to inform decision making.
	Vogt, W. P. (1993). <i>Dictionary of statistics and methodology: A non-technical guide to the social sciences</i> . Newbury Park, CA: Sage.
Differential reinforcement:	Differential reinforcement involves providing positive consequences (reinforcers) contingent upon a given behavior for the child and not for other behaviors, or delivering a reinforcer for a behavior in one situation but not in other situations.
	Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i> . Missoula, MT: Division for Early Childhood.
Dominant language:	When skills in one language are stronger or the person is more proficient in using one language or another, this language is referred to as the dominant language.
	Chernobilsky, E. (2008). Language dominance. In J. M. Gonzalez (Ed.). <i>Encyclopedia of bilingual education</i> (pp. 430-436). Thousand Oaks, CA: Sage.
Dual language learners:	Dual language learners are children who are learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. Other terms used include, Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).
	National Head Start Training and Technical Assistance Resource Center. (2008). <i>Dual Language Learning: What does it take?</i> (Contract No. 233-02-0002). Washington, DC: U.S. Department of Health and Human Services. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf
Duration:	Duration is the length of time between the initiation and ending of a behavior.
	Wolery, M. (2004). Monitoring children's progress and intervention implementation. In M. McLean, M. Wolery, & D. B. Bailey, Jr. (Eds.), <i>Assessing infants and preschoolers with special needs</i> (pp. 545-584). Upper Saddle River, NJ: Pearson.
Engagement:	Engagement is defined as the amount of time children spend involved with the environment (with adults, peers, or materials) in a way that is appropriate for the children's age, abilities, and surroundings.

	<p>McWilliam, R. A., & Bailey, D. B. (1992). Promoting engagement and mastery. In D.B. Bailey & M. Wolery (Eds.), <i>Teaching infants and preschoolers with disabilities</i> (2nd ed., pp. 229-255). New York, NY: Merrill.</p>
<p>Evidence-based professional development:</p>	<p>Evidence-based professional development refers to using specific strategies, interventions and models that are supported by evidence to facilitate teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions, as well as the application of this knowledge in practice.</p> <p>National Professional Development Center on Inclusion. (2008). <i>What do we mean by professional development in the early childhood field?</i> Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.</p>
<p>Explicit feedback:</p>	<p>Explicit feedback is information provided by a person (parent, teacher, peer, self) or the environment (book, toy) about one's performance.</p> <p>Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i>, 77, 81-112. doi10.3102/003465430298487</p>
<p>Family:</p>	<p>A family is defined as two or more people who regard themselves as family and who carry out the functions that families typically perform. This means that people who are not related by birth, marriage, or adoption and who do not reside together may be a family unit if they regard each other as family and if they jointly carry out the functions that are typically assumed by families. Parental roles may include a single parent, grandparents as parents, two parents of the same sex, and other constellations that differ from the traditional mother-father roles. In addition to parents, families are comprised of siblings and the full range of extended family, including grandparents, aunts/uncles, and cousins.</p> <p>Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., & Shogren, K. (2015). <i>Families, professionals, and exceptionality: Positive outcomes through partnerships and trust</i> (7th ed.). Upper Saddle River, NJ: Pearson.</p>
<p>Family functioning:</p>	<p>Family functioning refers to activities that families typically undertake to nurture, care and provide for one another to meet their members' individual and collective needs. There are eight categories of family functions: (1) affection, (2) self-esteem, (3) spiritual, (4) economics, (5) daily care, (6) socialization, (7) recreation, and (8) education.</p> <p>Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., & Shogren, K. (2015). <i>Families, professionals, and exceptionality: Positive outcomes through partnerships and trust</i> (7th ed.). Upper Saddle River, NJ: Pearson.</p>

<p>Feedback:</p>	<p>Feedback is information about one’s performance that could come from a person (e.g., parent, teacher, peer, self) or the environment (e.g., book, toy).</p> <hr/> <p>Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i>, 77, 81-112. doi10.3102/003465430298487</p>
<p>Fidelity:</p>	<p>Fidelity refers to how accurately a person (usually an adult) uses an instructional procedure or other intervention practice.</p> <hr/> <p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
<p>Frequency:</p>	<p>Frequency refers to how often an event occurs in reference to a unit of time. For example, how many times per minute a behavior occurs, or how many times per day a given instructional procedure is used.</p> <hr/> <p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
<p>Functional assessment:</p>	<p>A functional assessment is the systematic process of identifying challenging behavior, events that predict challenging behavior (antecedents) and events that maintain challenging behavior (consequences).</p> <hr/> <p>Artman-Meeker, K., & Hemmeter, M. L. (2014). Functional assessment of challenging behaviors. In M. McLean, M. L. Hemmeter, & P. Snyder (Eds.), <i>Essential elements for assessing infants and preschoolers with special needs</i> (pp. 242-270). Boston, MA: Pearson.</p>
<p>Goals:</p>	<p>A goal is a measurable statement that identifies what knowledge, skills, or behaviors a child is expected to demonstrate.</p> <hr/> <p>Individuals with Disabilities Education Act, 20 U.S.C. & 602 (2004).</p>
<p>Group facilitation strategies:</p>	<p>Group facilitation strategies are strategies used to ensure that everyone in the group is engaged. They include strategies for clarifying comments and issues, focusing discussion, synthesizing differences within a context of mutual respect, identifying underlying agreements, and seeking consensus.</p> <hr/>
<p>High probability</p>	<p>Adaptive refers to having the conceptual, social, and practical skills</p>

procedure:	young children use in their everyday lives.
	Horn, E., Snyder, P., & McLean, M. (2014). Assessment of adaptive behavior. In M. McLean, M. L. Hemmeter, & P. Snyder (Eds.), <i>Essential elements for assessing infants and preschoolers with special needs</i> (pp. 316-354). Boston, MA: Pearson.
Inclusive environments:	Inclusive environments are settings where the values, policies, and practices support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.
	DEC/NAEYC. (2009). <i>Early childhood inclusion: A summary</i> . Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_ECSummary_A.pdf
Individualized instruction:	Individualized instruction refers to instruction that is tailored to meet a child’s needs, background, interests, and phase of learning with respect to the current target behavior, and learning style and history.
	Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). <i>Blended practices for teaching young children in inclusive settings</i> . Baltimore, MD: Brookes.
Informal resources & supports:	Informal resources and support networks are made up of family, friends, neighbors, church members, association members, coworkers, or others who are not paid to, but provide social support to children and their families.
	Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i> . Missoula, MT: Division for Early Childhood.
Instruction/Instructional practices:	Instruction/Instructional practices include intentional and systematic teaching methods or strategies to organize or structure “children’s experiences and observations to maximize the likelihood they will learn the desired behaviors.” (Wolery, 2012, p. 42)
	Boat, M., Dinnebeil, L., & Bae, Y. (2010). Individualizing instruction in preschool classrooms. <i>Dimensions of Early Childhood</i> , 38, 4-10.
	Wolery, M. (2012). Voices from the field. <i>Young Exceptional Children</i> , 15, 41-44.
Intensity:	As it relates to instructional procedures or practices, intensity refers to how often a given procedure or practice is used (in one setting or in multiple settings). As it relates to the totality of intervention, intensity often refers to the number of hours of intervention per week and the

	<p>number of weeks of intervention.</p> <p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
Interests:	<p>Interests refer to topics, activities, and items about which children are motivated and curious. This is demonstrated by children expressing a preference for them in their talk, play, and when given choices.</p> <p>Wolery, M. (2004). Using assessment information to plan intervention programs. In M. McLean, M. Wolery, & D. B. Bailey, Jr. (Eds.), <i>Assessing infants and preschoolers with special needs</i> (pp. 517-544). Upper Saddle River, NJ: Pearson.</p>
Intervention strategies:	<p>Intervention strategies are instructional practices that are used to help children reach individualized learning objectives.</p> <p>Wolery, M. (2004). Using assessment information to plan intervention programs. In M. McLean, M. Wolery, & D. B. Bailey, Jr. (Eds.), <i>Assessing infants and preschoolers with special needs</i> (pp. 517-544). Upper Saddle River, NJ: Pearson.</p>
Leadership:	<p>Early childhood leadership encompasses both the ability to create and run excellent programs for young children <i>and</i> the ability to be effective and powerful in decision making that affects children and families.</p> <p>Mitchell, A. (1997). Reflections on early childhood leadership development: Finding your own path. In S. L. Kagan & B. T. Bowman (Eds.), <i>Leadership in early care and education</i> (pp. 85-96). Washington, DC: NAEYC</p>
Mand-model:	<p>The mand-model is a procedure that involves observing the child's focus of attention, asking a non-yes/no question (i.e., a mand) of the child about the focus of his or her attention, and waiting for an answer from the child. If no answer is forthcoming, then a model of the answer is provided. The procedure is embedded into children's play or interactions.</p> <p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
Milieu teaching:	<p>Milieu teaching is a conversation-based model of early language intervention that uses child interest and initiations as opportunities to model and prompt language use in everyday contexts.</p>

	<p>Hancock, T. B., & Kaiser, A. (2006). Enhanced milieu teaching. In R. McCauley & M. Fey (Eds.) <i>Treatment of language disorders in children</i>. Baltimore, MD: Paul Brookes.</p> <p>Hart, B., & Rogers-Warren, A. (1978). A milieu approach to teaching language. <i>Language Intervention Strategies</i>, 2, 192-235.</p>
Model:	<p>The term model is used in two distinct ways. First, it refers to the people (adults, other children) who perform behaviors one wants a given child to imitate. Second, it refers to the behaviors of another (an adult or peer) that are done with the intention that the child will imitate the behaviors. When used in the second way, models often are prompts provided to show children how to do a target behavior.</p> <p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
Modeling:	<p>Modeling is an instructional strategy in which skills or strategies are demonstrated so that students (children or adults) can tell what is expected of them.</p> <p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
Most-to-least prompting:	<p>Most-to-least prompting is a response prompting procedure in which prompts are initially provided at a level at which a child will correctly perform the behavior, followed by a gradual reduction in the amount of assistance provided in successive trials, which requires a child to perform more of the skill independently.</p> <p>Wolery, M., & Gast, D. L. (1984). Effective and efficient procedures for the transfer of stimulus control. <i>Topics in Early Childhood Special Education</i>, 4, 52-77.</p>
Natural consequences:	<p>Natural consequences are positive or negative outcomes that are neither planned nor controlled that result from an individual's behavior.</p> <p>Pryor, D. B. & Tollerud, T. R. (1999). Applications of Adlerian principles in school settings. <i>Professional School Counseling</i>, 24, 299-304.</p>
Natural environments:	<p>Natural environments are settings in which children without disabilities spend time. Common places include the home, child care programs, family daycare homes, and community settings (e.g., stores, barber shops, doctor's offices, parks, etc.) and programs (e.g., children's hour at the library, gymnastics classes, etc.) available to all children in society. Activities and routines may need to be adapted to ensure that</p>

	<p>children with disabilities are able to participate and be integral members.</p>
	<p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
<p>Naturalistic Teaching:</p>	<p>Naturalistic teaching refers to intentional teaching strategies that are used in the context of ongoing activities and routines. Examples include incidental teaching and naturalistic time delay.</p>
	<p>Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). <i>Blended practices for teaching young children in inclusive settings</i>. Baltimore, MD: Brookes.</p>
<p>Naturalistic time delay:</p>	<p>Naturalistic time delay is a procedure implemented during children’s ongoing interactions with the environment and at a point in which adult assistance or help has been regularly given in the past. It involves the adult waiting (delaying the help) for the child to initiate a target behavior at the point when help has regularly been given. During the delay, the adult looks expectantly at the child. If the child does not initiate during this delay, the adult provides a prompt (i.e., the regularly occurring help) and allow the child to continue the sequence.</p>
	<p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
<p>Outcomes:</p>	<p>An outcome is a benefit experienced as a result of services and supports provided for a child or family. An outcome results in improved child and family functioning.</p>
	<p>Early Childhood Technical Assistance Center. (2014). <i>Outcomes measurement: Outcomes FAQ</i>. Retrieved from http://ectacenter.org/eco/pages/faqs.asp</p>
<p>Participation:</p>	<p>Participation refers to being a part of everyday life situations that include regular activities and routines of any setting in which children spend time (see natural environments). Children’s involvement in the activities and routines may need to be adapted to ensure they are able to be an integral member of the activity or routine.</p>
	<p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
<p>Peer-mediated intervention:</p>	<p>Peer-mediated intervention is a collection of procedures, all of which involve using peers to promote the behavior of a child with disabilities.</p>

	<p>This may involve having peers model specific behaviors for the child with disabilities to imitate, it may involve teaching the children to initiate social interactions to the child with disabilities, it may involve teaching the children to respond to social initiations by the child with disabilities, it may involve teaching children to tutor the child with disabilities.</p> <p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
<p>Physical environments:</p>	<p>The physical environment encompasses structural conditions such as space, equipment, and material resources (e.g., books and toys), and relates to safety and access. It may be a home, day care center, school, or neighborhood.</p> <p>Kolobe, T. H., Arevalo, A., & Catalino, T. A. (2012). The environment of intervention. In S. K. Campbell, R. J. Palisano, & M. N. Orlin (Eds.), <i>Physical therapy for children</i> (4th ed., pp. 879-902). St. Louis, MO: Elsevier.</p>
<p>Practice:</p>	<p>A practice is an approach used to promote [children’s or adults’] development and learning that adults implement when interacting with other adults, children, or materials within or across contexts. To be considered a practice, the approach must be clearly described and commonly understood in the field and literature. Several terms may be used in the literature to refer to the same practice. It is also possible for a named practice to refer to an array of specific procedures or for several practices to be combined as part of a comprehensive approach to promote development and learning.</p> <p><i>WWC evidence review protocol for early childhood education interventions for children with disabilities, version 2.0</i> (n.d.). Retrieved from Institute of Education Sciences, What Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/document.aspx?sid=30</p>
<p>Practitioner:</p>	<p>Practitioners are those who are responsible for and paid to enhance the optimal development of young children who have or are at risk for developmental delays/disabilities. This includes providing care, education or therapy to the child, as well as support to the child’s family.</p> <p>Division for Early Childhood. (2014). <i>DEC recommended practices in early intervention/early childhood special education 2014</i>. Retrieved from http://www.dec-sped.org/recommendedpractices</p>
<p>Preferences:</p>	<p>Preferences are activities, items, or people which are favored or desired above others.</p>

	<p>Wolery, M. (2004). Using assessment information to plan programs. In M. McLean, M. Wolery, & D. B. Bailey, Jr. (Eds.), <i>Assessing infants and preschoolers with special needs</i> (pp. 517-544). Upper Saddle River, NJ: Pearson.</p>
Prevention strategies:	<p>Prevention strategies are strategies designed to preclude the occurrence of challenging behavior.</p>
Professional standards:	<p>Professional standards provide a set of expectations or benchmarks for measuring whether, and if so, at what level, educators have mastered the core knowledge and skills. Standards are frequently used as a guide for accreditation or licensing and tend to describe “the qualifications and credentials needed” to work in certain roles (Harbin, Rous, & McLean, 2005, p. 142).</p> <p>Winton, P. J., & West, T. (2011). Early childhood competencies: Sitting on the shelf or guiding professional development? In C. Howes & R. Pianta (Eds.), <i>Foundations for teaching Excellence: Connecting early childhood quality rating, professional development, and competency systems in states</i> (pp.69-92). Baltimore, MD: Brookes. Harbin, G. L., Rous, B., & McLean, M. (2005). Issues in designing in-state accountability systems. <i>Journal of Early Intervention, 27</i>(3), 137-164.</p>
Promotion strategies:	<p>Promotion strategies are strategies designed to promote positive behavior.</p>
Prompting/prompt strategies:	<p>Prompting/prompt refers to any assistance or help given by another person (usually an adult) to assist children in knowing how to do a given behavior or to perform a target behavior in the presence of a target stimulus. Prompts take many forms, including verbal cues or hints, gestures, models of the target behavior, pictures, partial physical prompts, and full physical prompts. Prompts are divided into two broad classes based on their effects on children’s behavior: controlling prompts and noncontrolling prompts. Controlling prompts ensure the child will respond correctly when those prompts are delivered, and noncontrolling prompts increase the probability of correct responses but do not ensure correct responding.</p> <p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
Prompt fading:	<p>Prompt fading is the process by which teacher assistance (prompting) is removed when teaching children specific skills.</p>

	<p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
Receiving program:	<p>The receiving program is the school, agency, or program that the child will move into</p>
Responding contingently:	<p>Responding contingently is providing consequences consistently and immediately to a child's behavior so that a child learns to make connections between specific behaviors and their consequences.</p> <p>Wolery, M., Bailey, D. B., Sugai, G. M. (1988). <i>Effective teaching: Applied behavior analysis with exceptional students</i>. Boston, MA: Allyn & Bacon.</p>
Response shaping instructional strategies:	<p>Response shaping instructional strategies involve reinforcing successive approximations of a target behavior. Initially, the child's current behavior is reinforced until it occurs consistently, and then a slightly more complex variation of the behavior is reinforced and the original form of the behavior is not reinforced. Over time, progressively more complex forms of the behavior are reinforced and the less complex forms are not reinforced.</p> <p>Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i>. Missoula, MT: Division for Early Childhood.</p>
Routines:	<p>Routines are events that occur consistently in a child's or children's natural environments. For example, arrival/departure at childcare, snack and naptime at preschool, and bath and story time at home.</p> <p>Pretti-Frontczak, K., & Bricker, D. (2004). <i>An activity-based approach to early intervention</i> (3rd ed.). Baltimore, MD: Brookes.</p>
Scaffolding:	<p>Scaffolding refers to a learning situation in which a teacher provides prompts and hints to support the learner and then gradually withdraws these supports as the learner performs with increasing independence.</p> <p>Bodrova E., & Leong, D. J. (2012). Tools of the mind: Vygotskian approach to early childhood education. In J. L. Roopnarine & J. Jones, <i>Approaches to early childhood education</i> (6th ed., pp. 241-260). Columbus, OH: Merrill/Prentice Hall.</p>
Self-regulation:	<p>Self-regulation is the capacity to control one's impulses to stop doing something (even if one desires to continue doing it) and to start doing</p>

	<p>something if needed (even if one doesn't want to do it).</p> <p>Bodrova E., & Leong, D. J. (2012). Tools of the mind: Vygotskian approach to early childhood education. In J. L. Roopnarine & J. Jones, <i>Approaches to early childhood education</i> (6th ed., pp. 241-260). Columbus, OH: Merrill/Prentice Hall.</p>
Sending program:	<p>The sending program is the school, agency or program that a child attends and from which the child will move from (e.g., the Part C agency the child participated in until age 3)</p>
Social environments:	<p>Social environments refer to interactions and relationships with family members, peers, caregivers, extended family members, and other adults in children's natural environments. The term also relates to emotional wellness, mental health, and the quantity and quality of support for social-emotional development.</p> <p>Kolobe, T. H., Arevalo, A., & Catalino, T. A. (2012). The environment of intervention. In S. K. Campbell, R. J. Palisano, & M. N. Orlin (Eds.), <i>Physical therapy for children</i> (4th ed., pp. 879-902). St. Louis, MO: Elsevier.</p>
Stakeholders:	<p>Stakeholders are persons or groups that have invested money, time, and energy into something. Stakeholders include representation of persons that are affected by the change or innovation such as parents, providers, TA providers, and administrators.</p> <p>Early Childhood Technical Assistance Center. (2014). <i>A guide to the implementation process: Stages, steps, and activities</i>. Retrieved from http://ectacenter.org/implementationprocess/interactive/</p>
Systematic instructional strategies:	<p>Systematic instructional strategies refer to systematic teaching procedures used within and across environments, activities, or routines to promote children's learning and participation. These strategies include response shaping, prompting and prompt fading procedures, naturalistic teaching procedures such as models, expansions, incidental teaching, mand-model procedure, naturalistic time delay, differential reinforcement, high probability procedures (i.e., behavioral momentum) and correspondence training.</p>
Teaching:	<p>Teaching is the act of building nurturing and responsive relationships with children, attending to the individual needs of children, and providing instruction to support children to advance their development.</p>

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Brookes.

Team: A team includes representatives from multiple disciplines and the family who join forces or combine efforts in response to the service setting, unique needs and desired outcomes of the child and family. Each individual on the team contributes to a clearly-defined portion of the effort.

Dettmer, P., Thurston, L., & Dyck, N. (2005). *Consultation, collaboration and teamwork for students with special needs* (5th ed.). Boston, MA: Pearson.

Temporal environments: Temporal environments refer to the scheduling or sequencing of daily routines and activities in children's natural environments with attention to elements relating to time (e.g., transitions, length of activities).

Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs* (2nd ed.). Baltimore, MD: Brookes.

Transition [1]: Transition refers to the events, activities and processes associated with key transitions during the early childhood years. These are the transition from hospital to home, the transition into early intervention (Part C) programs, the transition out of early intervention, the transition into Part B/619, and the transition to kindergarten or school age programs.

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from <http://www.dec-sped.org/recommendedpractices>

Transition [2]: Transition also refers to the physical movement of children in the classroom (or play group) from one activity to another. This can occur in a staggered fashion (e.g., small groups of children moving or one child moving) but it eventually results in the movement of the majority of children from one activity to another.

Alger, H. A. (1984). Transitions: Alternatives to manipulative management techniques. *Young Children*, 39, 16-25.
