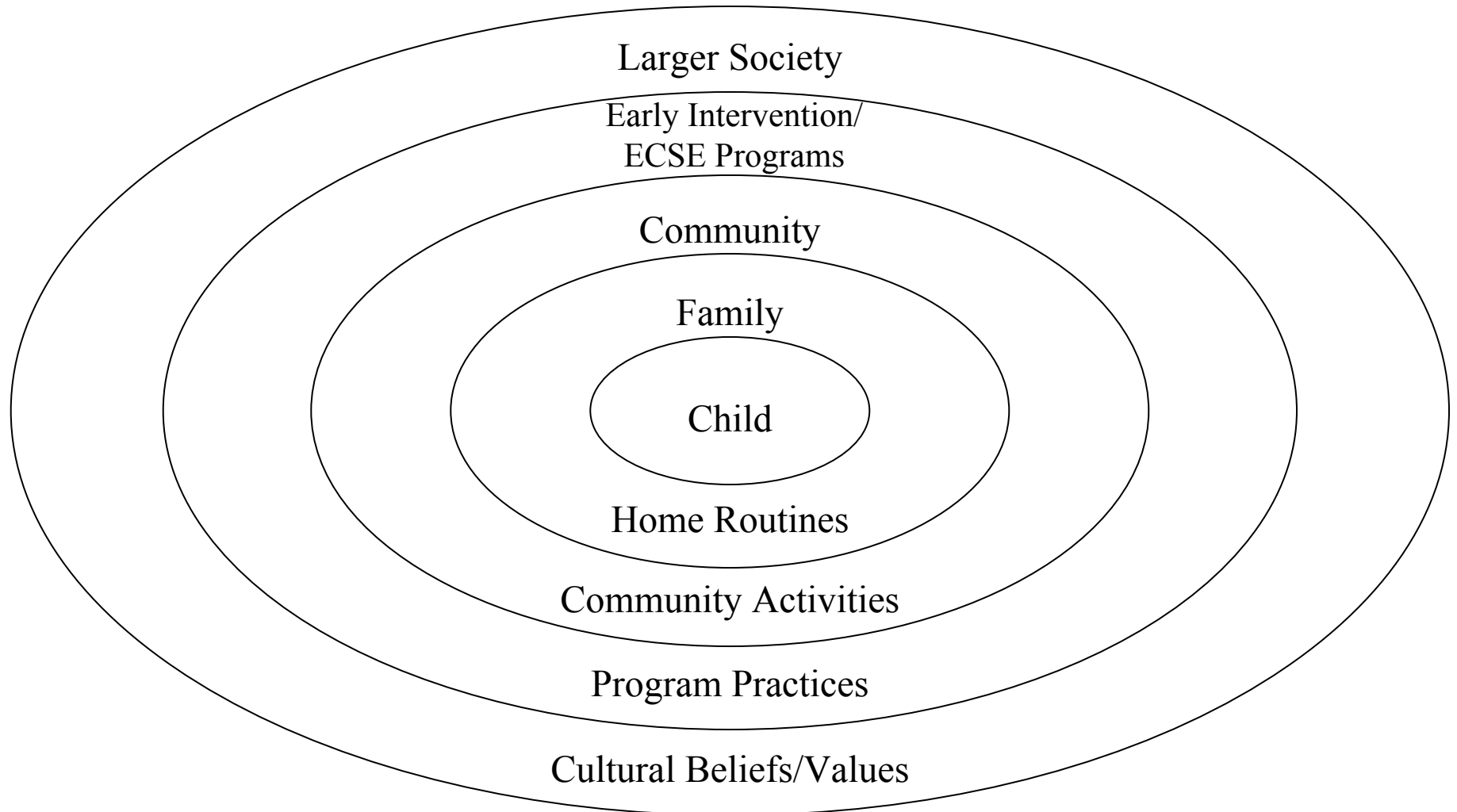
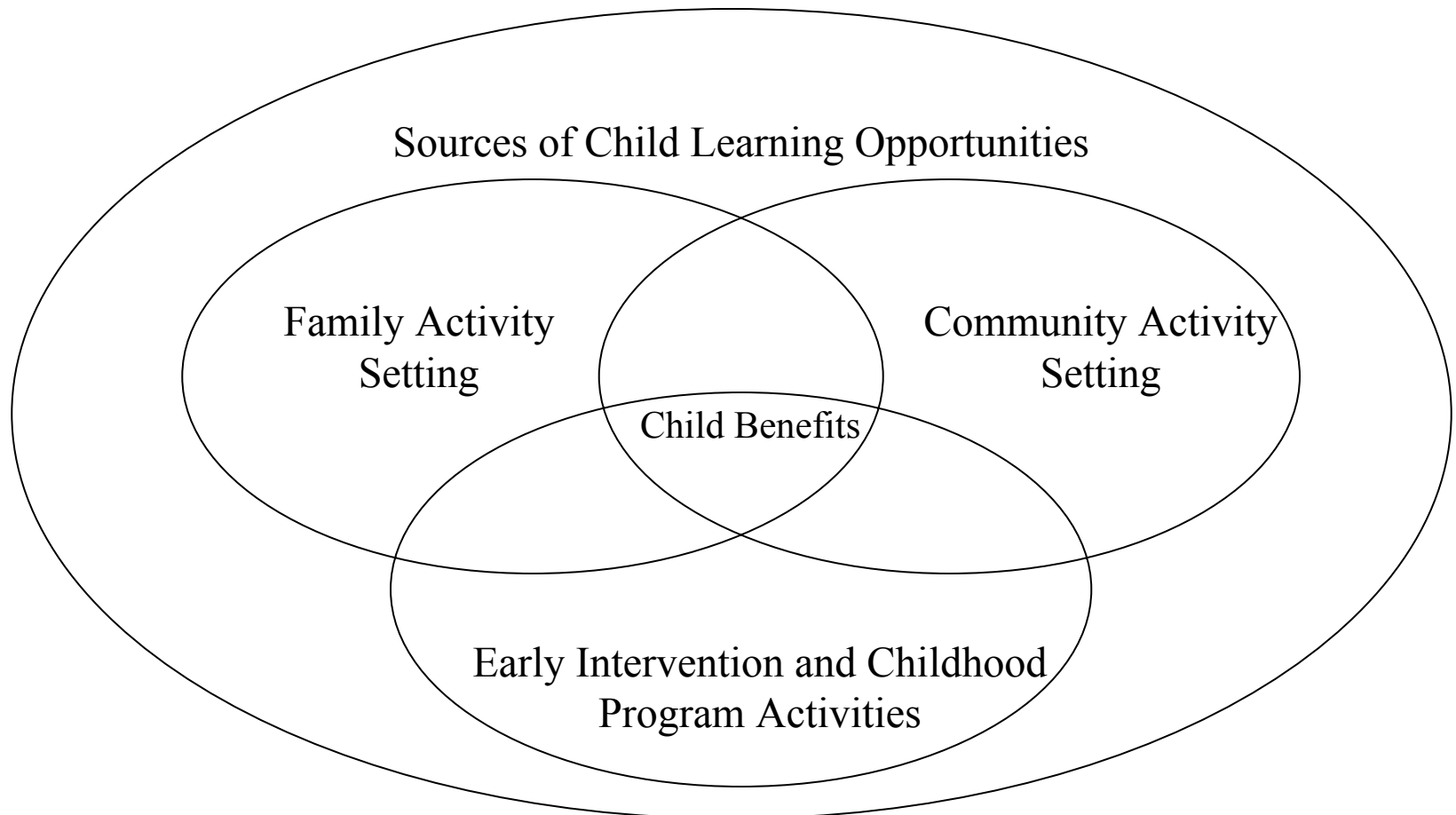
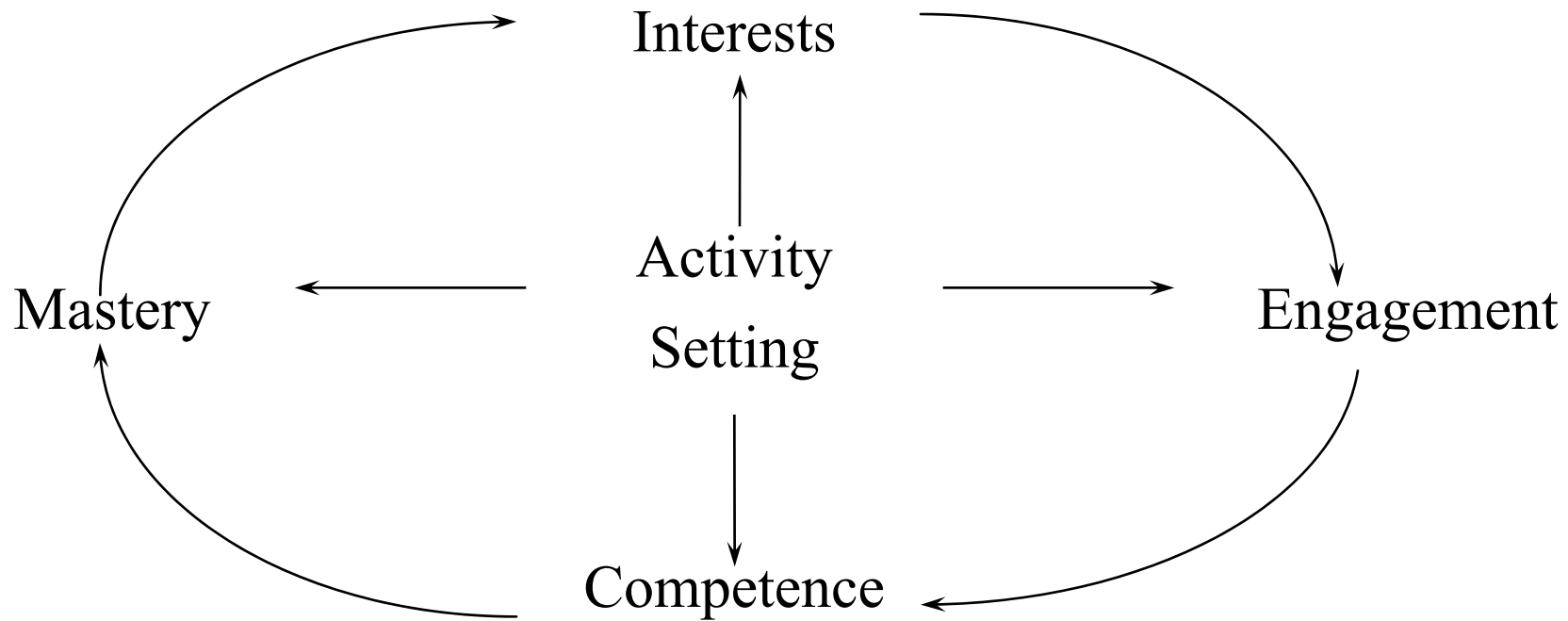


Model for Viewing Different Ecological Settings as Sources of Learning Experiences and Opportunities



Framework for Conceptualizing Sources of Children's Learning Opportunities





303.12(c) General Role of Service Providers

- Consulting with parents, other service providers, and representatives of appropriate community agencies to ensure the effective provision of services in that area;
- Training parents and others regarding the provision of those services; and,
- Participating in the multidisciplinary team's assessment of a child and the child's family, and in the development of integrated goals and outcomes for the individualized family service plan.

Early Intervention

- Family centered
- Team based service delivery
- Natural environments

Family-Centered

- Care that recognizes and respects the pivotal role of the family in the lives of children. It supports families in their natural care giving roles, promotes normal patterns of living, and ensures family collaboration and choice in the provision of services to the child.

Family Characteristics

Personal characteristics of parents. Characteristics not related to child's disability or biological risk status (e.g., social support, marital relationship, financial resources).



Family Patterns

Quality of parent-child transactions. Family orchestrated child experiences. Health and safety provided by family.
Attitudes and beliefs of families.



Child Development Outcomes

What is a Team?

A group of people who are working together and share a common philosophy and common goal.

Collaboration

1. To work together, especially in some literary, artistic, or scientific understanding:

2. To cooperate with an enemy invader.

Background Characteristics of the Survey Respondents and their Children and Families

Respondent	Number	%	Family / Child	Number	%	Early Childhood Program	Number	%
<u>Age (Years)</u>								
<20	81	3	African American/African Descent	274	8	Home-based	730	22
20-30	1410	43	American Indian/Native Alaskan	171	5	Center-based	1893	58
30-40	1333	41	Asian	47	2	Combination Home/Center	563	17
40+	391	12	Caucasian	1771	54	Other	95	3
			Hispanic/Latino	480	15			
			Pacific Islander/Hawaiian	152	5			
<u>Education (Yrs. Completed)</u>								
<6 (Grade School)	52	2	Middle Eastern Region	21	1	<u>Program Type</u>		
6-11 (Some Secondary School)	493	15	Biracial/Multiracial	238	7	Part C	955	29
12 (High School)	1318	40	Other	95	3	Part B	303	9
13-15 (Some College)	836	25				Part C/B	468	14
16+ (College Graduate)	523	16	<u>Economic Status</u>			Early Head Start/Head Start	1385	42
			Marginal	1182	36	Combination	118	4
			Borderline	1479	45	Other	54	2
			Not Marginal	572	17			
<u>Marital Status</u>								
Married/Living with Partner	2381	72	<u>Child Age (Months)</u>			<u>Hours of Child Services Per Week</u>		
Single	459	14	0-12	188	6	<1	130	4
Divorced/Separated/Widowed	412	13	12-24	424	13	1-2	716	22
			24-36	671	20	2-5	538	16
			36-48	420	13	5-10	328	10
			48-60	846	26	10-20	765	23
			60-72	582	18	20-40	662	20
			<u>Child Disability</u>					
			Disabled/Delayed	1632	50			
			At-Risk	1597	49			

NOTE. Some percentages do not add up to 100% because of missing data.

First-Order Confirmatory Factor Analysis Categorizing Community Activities Serving as Sources of Children's Learning Opportunities

<u>Category/Activities</u>	<u>Standardized Structure Coefficients</u>	<u>z Statistics</u>	<u>Category/Activities</u>	<u>Standardized Structure Coefficients</u>	<u>z Statistics</u>
<u>Family Excursions</u>			<u>Recreational Activities</u>		
Family Activities	.75	30.81	Fishing	.53	21.08
Weekend Activities	.74	30.62	Recreation/Community Centers	.53	20.89
Car Rides/Bus Rides	.50	18.82	Swimming	.53	20.63
Doing Errands	.42	15.78	Ice Skating/Sledding	.48	18.72
			Horseback Riding	.41	15.61
<u>Family Outings</u>			<u>Children's Attractions</u>		
Eating Out	.59	21.80	Animal Farms/Petting Zoos	.72	30.44
Going Shopping (Mall)	.57	21.03	Parks/Nature Reserves	.70	29.53
Visiting	.52	19.12	Zoos/Animal Reserves	.69	28.59
Family Reunions	.41	14.68	Pet Stores/Animal Shelters	.64	26.41
			Nature Centers	.58	23.63
<u>Play Activities</u>			<u>Art/Entertainment Activities</u>		
Outdoor Playgrounds	.72	29.45	Children's Museums/Science Centers	.70	29.72
Indoor Playgrounds	.62	24.74	Music Concerts/Children's Theater	.66	27.41
Child Play Groups	.61	24.43	Library/Book Mobiles	.60	24.24
Playing Arcade Games	.40	15.07	Storytellers	.47	18.44
Parent/Child Classes	.38	13.85	Music Activities	.44	17.04
<u>Community Activities</u>			<u>Church/Religious Activities</u>		
Community Celebrations	.68	28.27	Religious Activities	.86	38.44
Children's Festivals	.63	25.91	Going to Church	.82	36.50
County/Community Fairs	.59	23.89	Sunday School	.73	31.12
Parades	.57	22.67			
Hay Rides	.44	17.00			
<u>Outdoor Activities</u>			<u>Organizations/Groups</u>		
Hiking	.64	25.32	Children's Clubs (4H, Indian Guides)	.67	24.90
Nature Trail Walks	.61	23.90	Karate/Martial Arts	.62	22.90
Boating/Canoeing	.54	20.94	Scouting	.57	20.96
Camping	.54	20.98	Gymnastics/Movement Classes	.42	15.01
Community Gardens	.54	20.83			
Rafting/Tubing	.52	19.89	<u>Sports</u>		
Hunting	.41	15.29	Baseball/Basketball	.76	26.44
			Soccer/Football	.69	24.62

First-Order Confirmatory Factor Analysis Categorizing Family Activities Serving as Sources of Children's Learning Opportunities

Category/Activities	Standardized Structure Coefficients	Z Statistics	Category/Activities	Standardized Structure Coefficients	Z Statistics
<u>Family Routines</u>			<u>Play Activities</u>		
Household chores	.68	29.93	Art Activities	.76	34.10
Cooking/Preparing meals	.64	28.04	Playing Board Games	.67	29.53
Caring for Pets/Animal	.54	22.88	Playing Video Games	.49	20.27
Doing Errands	.53	21.93	<u>Entertainment Activities</u>		
Food Shopping	.52	21.58	Dancing/Singing	.68	26.92
<u>Parenting Routines</u>			Listening to Music	.58	22.49
Child's Bath time	.60	24.58	Watching TV/Videos	.43	16.37
Child's Bedtime/Naptime	.59	24.02	Playing Alone	.32	11.86
Child's Wake-Up Times	.57	22.97	<u>Family Rituals</u>		
Meal Times	.56	22.40	Family Talks	.71	30.25
Fixing/Cutting Child's Hair	.54	21.72	Saying Grace at Meals	.70	29.90
<u>Child Routines</u>			Religious/Spiritual Readings	.69	29.62
Brushing teeth	.73	33.44	Praying	.65	26.80
Washing Hands/face	.72	33.03	Family Meeting	.52	20.54
Cleaning Up Room	.69	30.83	<u>Family Celebrations</u>		
Picking Up Toys	.68	30.45	Holiday Dinners	.71	31.32
Toileting/Going to	.68	30.59	Family Member's Birthdays	.68	29.75
Dressing/Understanding	.53	22.56	Decorating Home (Holidays)	.67	29.32
<u>Literacy Activities</u>			<u>Socialization Activities</u>		
Reading/Looking at Books	.64	27.57	Family Gatherings	.61	25.55
Telling Child Stories	.61	25.56	Picnics	.59	24.59
Adult/Child Play Times	.58	24.2722.68	Having Friends Over to Play	.55	22.57
Taking Walks/Strolls	.55	22.24	Visiting Neighbors	.22	17.78
Bedtime Stories	.54	22.04	Sleepovers	.40	16.05
People Coming/Going			<u>Gardening Activities</u>		
Hellos/Good-Bye	.50	20.25	Doing Yard Work	.79	35.06
Cuddling with Child			Planting Trees/Flowers	.75	33.00
<u>Physical Play</u>			Growing Vegetable Garden	.60	24.47
Riding Bike/Wagon	.61	25.19			
Playing Ball Games	.58	23.84			
Water Play/Swimming	.46	18.41			
Rough Housing	.38	15.35			

Increasing Children's Learning Opportunities Through
Families and Communities
Early Childhood Research Institute – Activity Settings

- Family
 - Home routines (daily/non daily)
 - Family rituals
 - Family traditions
 - Family celebrations
- Community
 - Informal community activities
 - Formal community activities
 - Community celebrations
 - Community traditions

Case Studies (Delayed/At-Risk) Characteristics of Study Participants (N=119)

Respondent	Family		Child	
	#	%	#	%
	Characteristics		Characteristics	
<u>Age (Years)</u>			<u>Ethnicity</u>	<u>Child Age (Mo.)</u>
<20	2	2	African American	0 - 12
20 - 30	30	25	American Indian	12 - 24
30 - 40	62	52	Asian	24 - 36
40+	25	21	Caucasian	36 - 48
			Hispanic/Latino	48 - 60
<u>Education (Yrs. Completed)</u>			Pacific Islander ^b	60 - 72
<6	7	6	Middle Eastern	5
6 - 11	17	14		
12	34	29		
13 - 15	35	29		
16+	26	22		
			<u>Socioeconomic Status</u>	<u>Child Disability</u>
			Low	At-Risk/Delayed
			Low-Middle	Mentally Retarded
			Middle	Speech Impaired
			Middle-Upper	Physically Disabled
			Upper	Autism/ADD/ADHD
<u>Marital Status</u>				Multiple Disabilities
Married/ Living with Partner	92	77		Sensory Impaired
Single	14	12		Medically Fragile/ Health Impaired
Divorced ^a	13	11		

Table 17

Examples of the Community Locations, Activity Settings, and Learning Opportunities for a 25 Month Old Child With Cerebral Palsy Participating in a Part C Early Intervention Program

Locations

Beach
Car
Church
Department Store
Early Childhood Program
Grocery Store
Library

Mall
Movie Theater
Neighborhood
Outdoor Playground
Ranch
Relative's Homes
Restaurants

Activity Settings

Car Rides
Church Socials
Family Gatherings
Halloween Carnival
Meals
Meetings
Music Activities
Ocean
Parade

Sand
Shopping
Social Play
Swimming Pool
Swings
Toy Play
TV
Visiting Friends/Neighbors
Walks

Learning Opportunities

Being Buried in the Sand
Being Carried Around by Other Children
Being Greeted by Other People
Being Pulled Around in a Basket
Eating Dinner
Floating in Water
Going on "Neighborhood Police" Walks
Going Window Shopping with Mom
Hearing Dad Give a Speech
Hearing Dad Play Ukelele
Hearing Mom Count in Hawaiian
Hiding in a Tent
Listening to Music
Petting Horses
Playing in a Game of Chase
Playing Rhythm Sticks
Playing with Other Children

Playing with Play Dough
Pretending with Others
Putting Feet in the Water
Riding in a Stroller/Wheelchair
Rough-Housing with Others
Singing
Sliding on a Slide
Swinging on Swings
Touching Rocks, Grass
Watching Animals
Watching Children Play Basketball
Watching Fish in Tidal Pools
Watching Hula Dancing
Watching Imax Movies
Watching Other Children Splash in Ocean
Watching Parades
Watching TV

Table 15

Examples of the Home/Family Locations, Activity Settings, and Learning Opportunities for a 35 Month Old Child with Autism Participating in a Part C Early Intervention Program

Locations

Bathroom
Bedroom
Car
Church
Daycare
Kitchen
Living Room
Mall

Music Class
Neighborhood
Outdoors/Yard
Park
Playground
Playroom
Restaurant

Activity Settings

Active Play
Art Activities
Baking
Bath Time
Bedtime
Birthday Parties
Car Rides
Cleaning
Dressing

Holiday Celebrations
Meals
Music Activities
Shopping
Social Play
Solitary Play
Toileting
TV/Videos
Yard Work

Learning Opportunities

Being Dressed
Brushing Teeth
Coloring/Drawing
Dancing with Scarves
Eating Meals/Snacks/Holiday Dinners
Getting Ready for Bed
Hearing Bedtime Stories
Hearing Mass
Hitting a Piñata
Jumping on a Trampoline
Listening to Mom Play a Xylophone
Looking at Self in a Mirror
Looking Out the Car Window
Picking up Toys
Playing Chase with Mom

Playing Circle Games
Playing Turn-Taking Games with Mom
Playing with Doll House/ Other Toys
Playing with Golf Set
Potty Training
Praying
Reading/Looking at Books
Riding Up and Down Escalator
Roughhousing/Tumbling with Others
Running Errands with Mom
Running/Playing with Brother
Singing
Sliding on a Slide
Taking a Bath
Watching/Imitating Music Videos

Examples of the Community Locations, Activity Settings, and Learning Opportunities From Three Cultures.

Hawaiian
25 Months Old

Native American
16 Months Old

African American
17 Months Old

Locations

Beach
Car
Church
Mall
Neighborhood
Outdoor playground
Relatives' homes
Restaurants

Locations

Relatives' homes
Pueblo village
Jewelry shows
Woods
Lake
Park
Shopping stores
School playground

Locations

Family's church
Day Care at church
Friend's church
Church friends' homes
Relatives' homes
WIC office
Mall
Movie theater

Activity Settings

Car rides
Church socials
Family gatherings
Halloween carnival
Music activities
Ocean
Sand
Swings

Activity Settings

Car rides
Village dance area
Slide
Feast areas
Visiting relatives
Walks
Pow Wow
River

Activity Settings

Day Care
Bake sales
Family gatherings
Easter egg hunt
African American Street Festival
Sanctuary
Sunday School classrooms
Visiting friends

Learning Opportunities

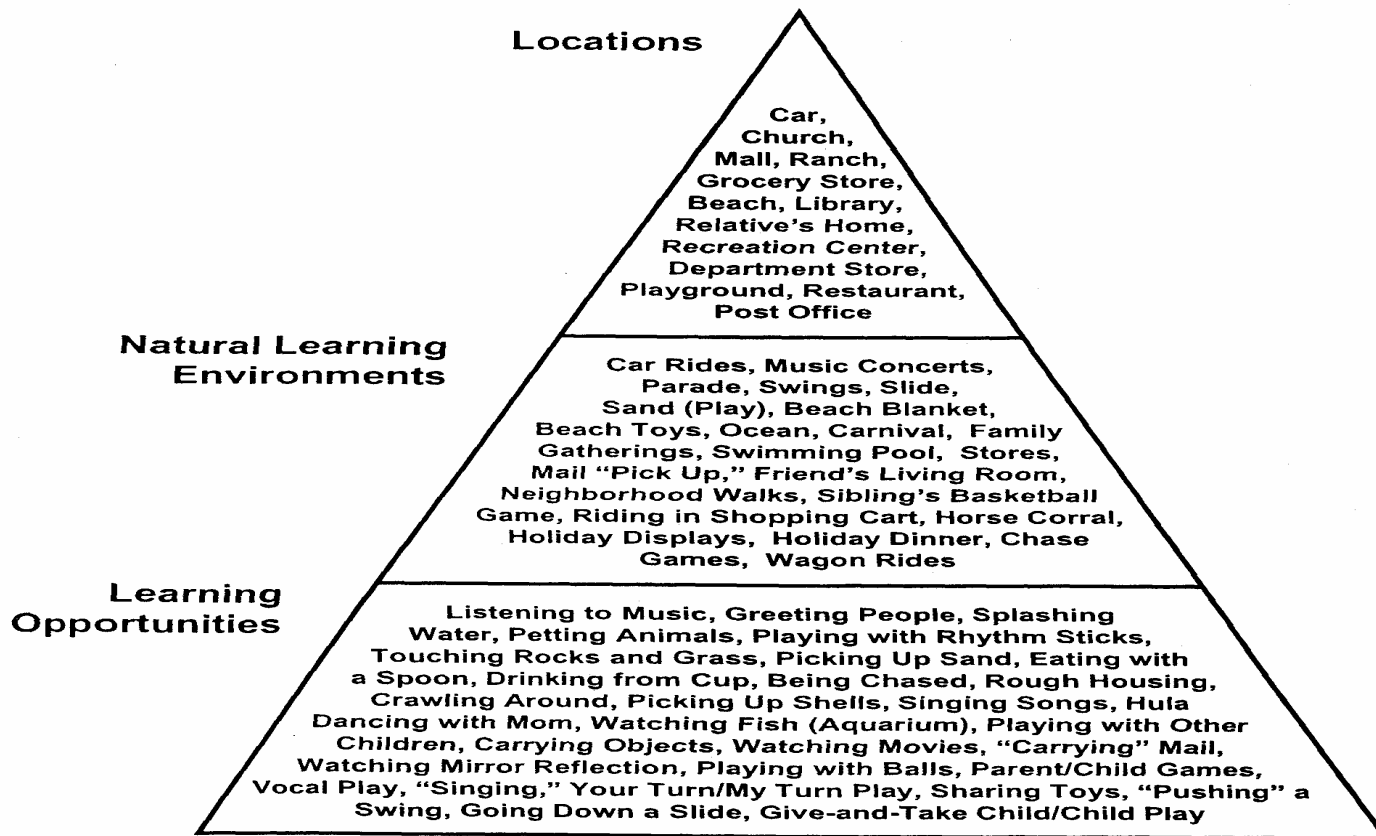
Being buried in the sand
Being carried by other children
Being pulled around in a basket
Floating in water
Going window shopping with Mom
Hearing Dad play ukelele
Hearing Dad give a speech
Hearing Mom count in Hawaiian
Watching Hula dancing
Putting feet in the water
Going on "Neighborhood Police"
walks
Playing a game of chase
Listening to music
Watching fish in tidal pools
Watching animals

Learning Opportunities

Singing Pow Wow songs
Playing in the mud
Listening to Grandfather tell stories
Playing with cousins
Watching tribal dances
Hearing Grandfather speak Kevis
Playing music with xylophone
Touching rocks, ground
Hearing Dad speak Zuni
Playing in water
Looking out car window
Playing a game of chase
Listening to Native American
music
Playing with toys

Learning Opportunities

Watching people at church
Playing "peek-a-boo"
Watching people in costumes
Listening to people sing
Playing with toys
Pulling on clothes
Watching movies
Bouncing up and down
Eating cookies
Playing with spoon
Listening to poems related to
black history
Clapping hands
Listening to story tellers
Sitting on Santa's lap



NOTE. The locations, natural learning environments, and learning opportunities are only a small sampling of the make-up of a child's community life.

Activity Setting is:

A participatory experience that provides a child learning opportunities that influence interactions with the social and nonsocial environment in ways that strengthen existing capabilities and promote and enhance new competencies.

Everyday Learning Opportunities

TABLE 2. Independent Measures of Person and Environment Factors

Independent measure	Type of Scale			Research factor
	Parent Self-report	Parent interview	Standardized scales	
Activity Setting Rating Scale				
Number of activity settings		X		Mean number of activity settings per week
Activity setting characteristics		X		Factor scores of six activity setting characteristics
Activity setting log				
Frequency of participation	X			Mean frequency of participation in activity settings per week
Responsive teaching	X			Total score for adoption and use of the industrial practice
Child Functions			X	Developmental quotations

A median split of the distribution of scores on each measure was used to constitute low and high “levels” of each research factor and group membership (low vs. high) used as between factor variables in the analyses conducted.

TABLE 3. Outcome Measures of Child Learning, Opportunities and child Behavior and Performance

Outcome measure	<u>Type of scale</u>		<u>Type of outcome</u>		
	Parent Self-report	Investigator observation	Child Learning Opportunity	Child behavioral Performance	Number of administrations
Child/parent Experience Scale					
Everyday performance	X			X	5
Child progress	X			X	5
Child learning opportunities	X		X		5
Parent/child Play Scale	X		X		5
Child Behavior Rating Scale					
Social responsiveness		X		X	5
Cognitive style		X		X	5
Positive affect		X		X	5
Negative affect		X		X	5
Child/parent Rating Scale					
Behavioral style		X		X	8
Child/child interaction		X	X		8
Child/parent interaction		X	X		8

Types of Learning Opportunities

- 1. Preplanned specific goals and purposes;**
- 2. Opportunities and experiences not having a priori goal and purposes.**

Community Setting

Playground

Slide

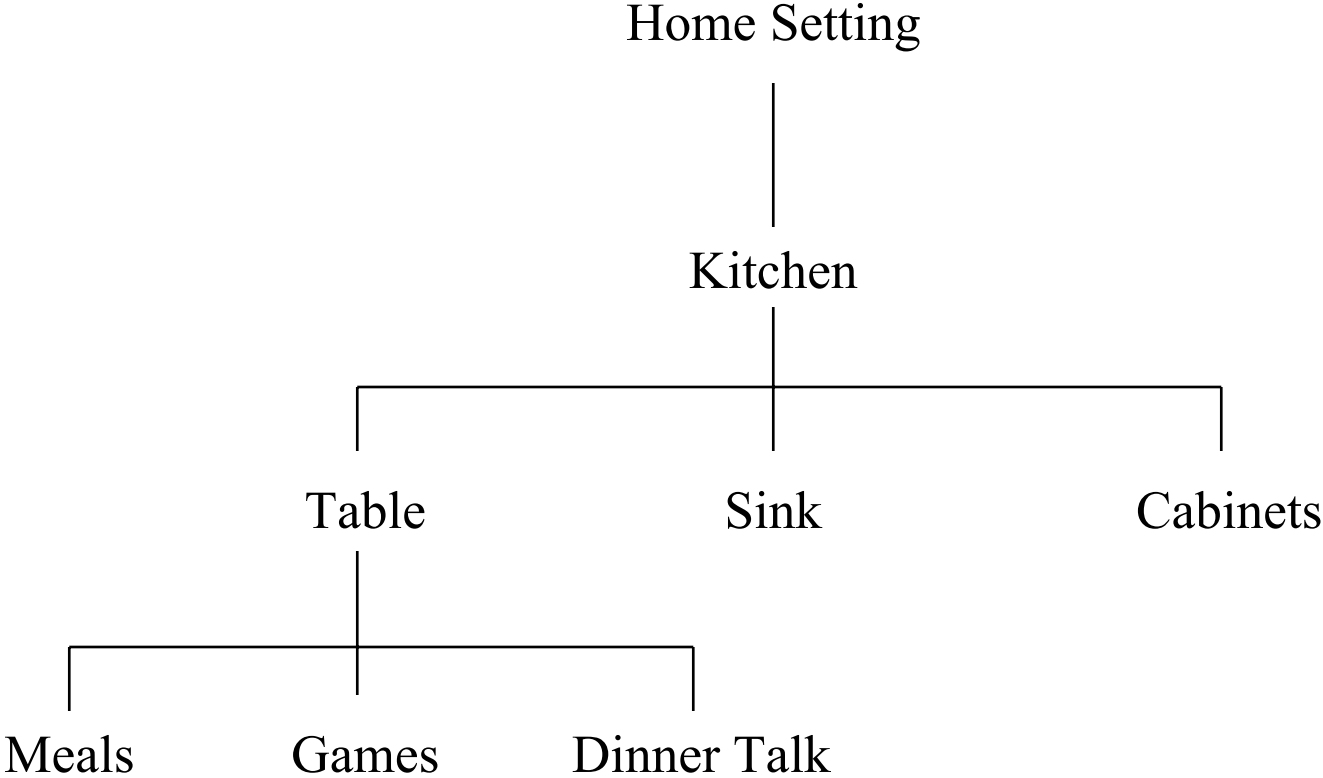
Swing

Teeter-Totter

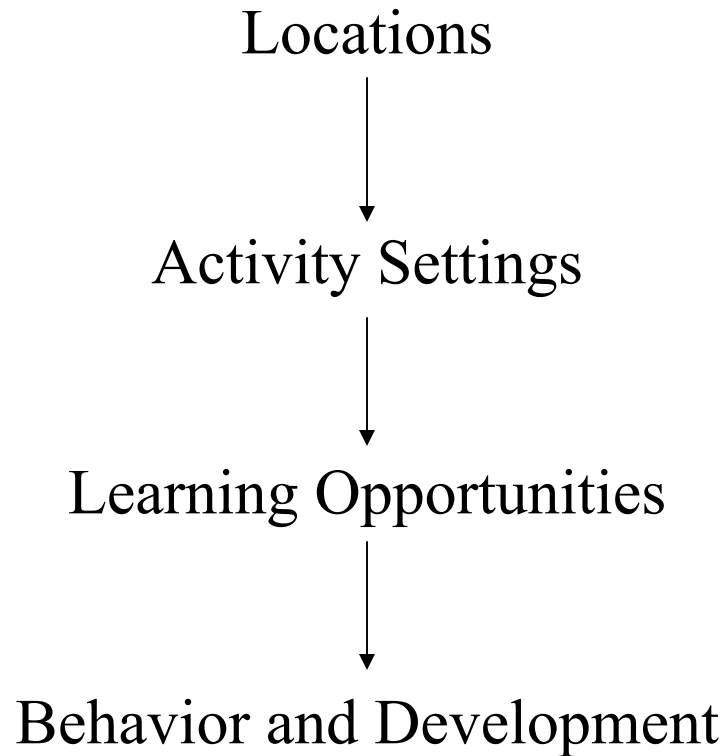
Steps

Platform

Sliding
Trough



Relationship Between Locations, Activity Settings, Learning Opportunities, and Behavior and Development



Natural Learning Environments Are:

The places where children experience everyday, typically occurring learning opportunities that promote and enhance behavioral and developmental competencies.

Changing Paradigms

- Expanding Learning Opportunities
 - Families
 - Communities

Elements of Change

- Where are we now?
- Where do we want to be?
- What do we need to do to get from here to there?

Application to Working With Children With Disabilities

Considering the presentation content:

- How would you describe current practice in teaching young children with disabilities?
- What would have to change in practice to reflect the presentation content?
- What would it take to be able to change your practice? What would you need to do? What supports would you need?

Model Components

- Identifying the family's concerns, priorities and resources that are important to the family: beginning a partnership
- Identifying the family's activity settings: the value of home and community
- Identifying the child's developmental strengths and needs in the context of the family's activity settings: functional assessment strategies
- Identifying collaborative outcomes:
 - To enhance family capacity
 - To enhance child competence
 - To expand activity settings

Model Components Continued

- Promoting participation in activity settings:
 - adaptations
 - supports
 - intervention strategies
- Assigning responsibilities across team members:
 - collaborative consultation and primary provider
 - building community capacity
- Evaluating progress:
 - the child
 - the family
 - the community

Activity Setting Recording Form

Interventionist: _____

Dates: _____

Parent's Name: _____

Child's Name: _____

E X I S T I N G A C T I V I T Y S E T T I N G S	N E W A C T I V I T Y S E T T I N G S

Intervention Activity Setting Recording Form

Parent's Name: _____

Child's Name: _____

Interventionist: _____

Dates: _____

Location	Activity Setting	W H E N	Learning Opportunity	Why is is Important

Situated Learning is:

Learning that is embedded in everyday, natural environments emphasizing the acquisition of competence that is functional and makes possible increased child participation in those environments, both social and nonsocial.

Intervention Strategies

- Schedules
- Activity setting matrix
- Instructional practices
 - Contingent responsiveness
 - Response contingent learning
 - Incidental teaching
 - Responsive teaching

The professional development of teachers is related to the quality of early childhood programs, and program quality predicts development outcomes for children.

Activity Schedule

Child's Name _____ **Parents Name** _____ **Date** _____

Activity Settings	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sandbox at the Local Park						X	X
Bath time	X		X		X		X
Getting Dressed for Bed	X	X	X	X	X	X	X
Shopping at the Mall						X	X
Eating Breakfast at Kitchen Table	X	X	X	X	X	X	X
Car Rides to Grocery Store	X		X			X	
Feeding Ducks and Seagulls at Community Pond						X	X
Playing With brother on the Living Room Floor		X		X	X	X	X
Feeding the Family Cats and Dog	X	X	X	X	X	X	X
Brother's Basketball Practice/Games at the School Gym	X		X			X	
Brushing Teeth and Washing Hands	X	X	X	X	X	X	X
Library Story Hour		X		X			

Daily Schedule

Child's Name: _____

Parent's Name: _____

Date: _____

ACTIVITY SETTINGS

TIME					

Table 1

Family (Home) and Community Natural Learning Environments and Children's Learning Opportunities

Family Settings (Examples)	Community Settings (Examples)
<u>Family Routines</u> (Cooking, food shopping, animal care)	<u>Family Routines</u> (Running errands, car or bus rides, weekend chores)
<u>Parenting Routines</u> (Child's bedtime and bath time)	<u>Family Outings</u> (Shopping, eating out, visiting friends)
<u>Child Routines</u> (Brushing teeth, dressing, eating)	<u>Play Activities</u> (Outdoor playgrounds, indoor playlands)
<u>Literacy Activities</u> (Looking at books, listening to stories, reading)	<u>Community Activities</u> (Libraries, fairs, festivals)
<u>Play Activities</u> (Drawing, lap games, playing with toys)	<u>Physical Activities</u> (Horseback riding, swimming, sledding)
<u>Physical Play</u> (Roughhousing, ball games, swimming)	<u>Children's Attractions</u> (Petting zoos, nature centers, pet stores)
<u>Entertainment Activities</u> (Dancing, singing, watching TV)	<u>Art/Entertainment Activities</u> (Children's theater, storytellers, music activities)
<u>Family Rituals</u> (Family talks, spiritual readings, saying grace at meals)	<u>Church/Religious Activities</u> (Sunday school, church services)
<u>Family Celebrations</u> (Holiday dinners, birthdays, decorating the house)	<u>Organizations and Groups</u> (Karate, movement classes, parent/child groups)

Activity Setting by Child Behavior

Childs Name _____ **Parent's Name** _____ **Date** _____

Child Behavior	Neighbor-hood Walks	Grocery Shopping	Reading at Bedtime	Sunday School	Visiting Parents Friends	Taking a bath	Eating Meals at home	Getting Dressed	Eating Out	Playtime with Brother
Walks beside family member without assistance	X	X			X				X	X
Points to objects or pictures in response to questions "Where's ___?"		X	X	X		X		X		
Says hello to friends as greeting		X		X	X				X	
Uses spoon to eat							X		X	
Verbally requests materials		X	X			X	X	X	X	
Puts on/takes off coat	X	X		X	X				X	X
Helps with chores		X				X	X	X		
Kicks a ball					X					X
Turns pages in books			X	X	X					X
Shares toys with others				X	X					X