

**DON’T MISS THIS PRE-CONFERENCE SESSION**

at CREATING CONNECTIONS TO SHINING STARS

Virginia’s Collaborative Early Childhood Birth to Five Conference

July 19-21, 2017 at Hotel Roanoke

Register at: <http://www.vcpd.net/registration-2/>

Full day pre-conference sessions are on Wednesday, July 19.

**Providing Meaningful Instruction for ALL Children: Using Assessment and Performance Monitoring in Early Childhood Special Education**

Early childhood is a dynamic period, characterized by rapid and complex growth in physical, cognitive, and social domains. Therefore, for all children, assessment is a critical component of any quality program as it provides an avenue for performance monitoring. For children with disabilities, assessment is especially important. For these children, ongoing assessment and performance monitoring can ensure identification of individualized, meaningful goals and objectives as well as inform the instructional strategies and supports delivered. This session will provide early childhood special education teachers and administrators with the knowledge and skills to plan and deliver effective assessment and performance monitoring strategies that will enable ALL students to progress towards positive outcomes. Information and interactive activities will be provided.

Topics will include:

• Setting high learning expectations for ALL students

• Reviewing curriculum based assessments

• Identifying authentic assessment tools and practices that allow students to demonstrate skills in a variety of ways

• Identifying the type and frequency of performance monitoring strategies

• Interpreting assessment and performance monitoring data to identify and prioritize learning needs

• Using assessment and performance data to alter instructional practices

• Involving families in all aspects of assessment

Target Audience:

Early childhood special education (ECSE) teachers and early childhood (EC) teachers serving students with Individualized Education Programs (IEPs); **Administrators with oversight of ECSE programs are strongly encouraged to attend alongside teachers, as participants will have the opportunity to review curriculum based assessments that may be used for ongoing performance monitoring.**

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**Preparing Young Children with Autism and Significant Support Needs for Academic and Social Success: Supporting Educators so All Children Can Learn**

This full day session will describe the Project PASS initiative while providing participants with greater knowledge and understanding of assessment and goal development, instructional strategies developed from evidence-based practices, differentiating instruction and ensuring it meets the needs of all students, and incorporating social and communication instruction into the school day.

Student goals are developed based on on-going assessment data and should incorporate functional skills and pre-academics to build the foundation for future school years with adulthood as the ultimate goal in mind. Young children with significant support needs require individualized goal development to generate differentiated and intensive instructional opportunities. These preschoolers will need many more learning opportunities than their typical peers. These changes generate many alterations in environmental structure of the classroom, teaching formats used by educators, and the way that instruction is presented including the following:

• use of small group instruction that allows for lower educator to student ratios and individualization of instruction,

• utilization of student strengths and interests within instructional design,

• use of visual supports to enhance independence and understanding,

• implementation of systematic instruction to teach skills across activities,

• embedding of communication and social skills in all activities throughout the preschool day, and

• incorporation of on-going data collection by team members across activities.

Preliminary data from Project PASS suggests that these changes have made a positive impact on increasing skill levels in critical areas such as communication and social communication for preschoolers with significant support needs and/or autism.

Participants will have the opportunity to view video examples, engage in hands-on activities, and receive planning documents to encourage future implementation of Project PASS and blending these elements within the existing preschool program.