



## Continuous Quality Improvement in PA

### Developing and Expanding Best Practice in Teaching and Learning (K1, K2, K4)

The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified through examination of relevant sources of evidence.

<b>Title of activity/initiative:</b>	<b>CARA's Kit:-Creating Adaptations for Routines and Activities</b>
<b>Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?</b>	<p>The CARA's Kit is unique in its design for use by staff and consulting professionals and its structure of using adaptations as potential solutions for resolving differences between unsatisfactory situations that may occur in program settings with either groups or individual children and the more optimal situations that adults would like to have happen.</p> <p>The Kit aids early childhood staff to promote the participation of all children in the full early childhood curriculum. This kit provides guidance for how to make adaptations for daily activities and routines so that children ages 3–6 with disabilities and other special needs can successfully participate in all classroom activities. Contains a CD/CDRom with resources and a booklet about adaptations.</p> <p>CARA's Kit helps professionals understand how to modify and adapt the curricular routines and activities. In turn, participation in daily activities and routines affect children's physical, social, emotional, and intellectual development, and thereby help children meet a variety of pre-kindergarten standards. Consultants can learn to engage teachers in the CARA's Kit process of creating adaptations for children and in turn, teachers learn to implement the CARA's Kit process independently. The structure of the CARA's Kit includes an adaptation planner to apply the process for identifying or designing adaptations, a format for assessing routines and activities (Campbell, 2005), an adaptation hierarchy flow chart (Campbell, 2000; 2004; 2005), used as a basis for systematic decision-making about adaptations, and a "Here's the Situation – Try this Adaptation" guide that suggests possible adaptations for use in specific situations. Adults use these tools to identify or create different ways in which environments, activities, and routines can be adapted to promote children's participation and learning</p>
<b>Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)</b>	<p>Professional development and Train-the-Trainer series may be available by contacting the authors:          Suzanne Milbourne at <a href="mailto:suzanne@udel.edu">suzanne@udel.edu</a>; 302-831-0848          Pip Campbell at <a href="mailto:pipcamp@aol.com">pipcamp@aol.com</a>; 215-503-1602</p>
<b>Program eligibility criteria or recommended programs for initiative</b>	<p>Age Group Serving: <input type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> SACC <input type="checkbox"/> All</p> <p>Program Type: <input checked="" type="checkbox"/> All  <input type="checkbox"/> Head Start <input type="checkbox"/> Early Head Start <input type="checkbox"/> PA Pre-K Counts  <input type="checkbox"/> Early Intervention Providers <input type="checkbox"/> School District  <input type="checkbox"/> PCHP <input type="checkbox"/> NFP <input type="checkbox"/> Keystone Babies</p> <p>Child Care: <input checked="" type="checkbox"/> All  <input type="checkbox"/> STAR 1 <input type="checkbox"/> STAR 2 <input type="checkbox"/> STAR 3 <input type="checkbox"/> STAR 4  <input type="checkbox"/> Center <input type="checkbox"/> Group <input type="checkbox"/> Family          Other: Quality Improvement Consultants</p>

Website(s) for initiative	<a href="http://jeffline.jefferson.edu/cfsrp/">http://jeffline.jefferson.edu/cfsrp/</a>
Identify focus areas the initiative addresses (list the one main area at the top of the page under the title)	<input type="checkbox"/> Administrative Competencies <input checked="" type="checkbox"/> Best Practice in Teaching and Learning <input type="checkbox"/> Cultural Competence and Supporting Diversity <input type="checkbox"/> Engaging Families <input type="checkbox"/> Healthy Children/Families/Practitioners <input type="checkbox"/> Social Emotional Competence and Challenging Behavior <input type="checkbox"/> Other (list): ___ INCLUSIVE PRACTICES _____ Notes:
Audiences for direct participation in the initiative, list all that apply	<input checked="" type="checkbox"/> Directors <input type="checkbox"/> Management/Leadership Teams <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Assistant Teachers <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents <input type="checkbox"/> Board Members <input type="checkbox"/> Community Stakeholders <input type="checkbox"/> Children Is a component of the initiative that information be brought back to the program and intentionally shared with other s? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not necessarily
Research or national context to support the initiative	Research-based approach of using adaptations for daily activities and routines so that children can successfully participate in early childhood classroom curriculum.
Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable)	<b>Keystone STARS standards:</b> <b>Center</b> – STAFF DEVELOPMENT, Star 2 #5; Star 3 #4; CHILD OBSERVATION/CURRICULUM ASSESSMENT, Star 2 #2, Star3 #1,3,4, Star 4 #1,2; ENVIRONMENT RATING, all items on the ERS scales that pertain to individualizing for children; COMMUNITY RESOURCES/FAMILY INVOLVEMENT, Star 2 #2,3, Star 3 #3, Star 4 #1, TRANSITION Star 4 #1,2  <b>Family</b> – PRIMARY STAFF/OWNER OPERATOR DEVELOPMENT, Star 2 #4, Star 3 #3; SECONDARY STAFF DEVELOPMENT, Star 2 #3, Star 3 #2; CHILD OBSERVATION/CURRICULUM ASSESSMENT, Star 2 #1, Star 3 #1,3,4, Star 4 #1,2; ENVIRONMENT RATING all items on the ERS scales that pertain to individualizing for children; COMMUNITY RESOURCES/FAMILY INVOLVEMENT, Star 2 #2, Star 3 #3, Star 4 #1; TRANSITION, Star 4 #1,2  <b>Group</b> – PRIMARY STAFF AS OPERATOR DEVELOPMENT, Star 2 #6, SECONDARY STAFF DEVELOPMENT, Star 2 #4, Star 3 #2; CHILD OBSERVATION/CURRICULUM ASSESSMENT, Star 2 #2, Star 3 #1,3,4, Star 4 #1,2; ENVIRONMENT RATING all items on the ERS scales that pertain to individualizing for children; COMMUNITY RESOURCES/FAMILY INVOLVEMENT, Star 2 #2, Star 3 #3, Star 4 #1, TRANSITION Star 4 #1,2 <b>CBK Topic Codes:</b> Knowledge area 2; Level 2

<b>Additional information or materials</b>	Materials are available from: The Council for Exceptional Children, Division for Early Childhood <a href="http://www.dec-sped.org/Store/Additional_Resources">http://www.dec-sped.org/Store/Additional_Resources</a> or 406-543-0872 or from NAEYC at <a href="http://www.naeyc.org/store/node/666">http://www.naeyc.org/store/node/666</a> or (202) 232-8777
<b>Contact person for questions about this Initiative</b>	Dr. Suzanne Milbourne at <a href="mailto:suzanne@udel.edu">suzanne@udel.edu</a> ; 302-831-0848 Dr. Pip Campbell at <a href="mailto:pipcamp@aol.com">pipcamp@aol.com</a> ; 215-503-1602