

Welcome to the DEC Executive Board

Diana LaRocca (Vice President) and
Dave Lindeman (Member-at-Large)
were elected for the upcoming 2014

Thank you

Bonnie Keilty and Hannah Schertz for your
years of service to the DEC Executive Board

Please Stay in Touch

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Annual Report 2013-2014

DEC



Mission Statement: The Division for Early Childhood is a nonprofit membership organization designed for individuals who work with or on behalf of children with special needs, birth through age 8, and their families.

The Division for Early Childhood was started in 1973 by a group of volunteers who cared deeply about the development of young children with special needs. DEC is one of 17 divisions of the Council for Exceptional Children (CEC), the largest professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents.

Letter from Carol Trivette, DEC President 2013-2014

The year 2013-2014 was a very exciting time to be a member of and to provide leadership to the Division for Early Childhood. The most important accomplishment during this year was the revision of the DEC Recommended Practices. This enormous endeavor was spearheaded by the Recommended Practices Commission under the leadership of Barbara Smith, Ph.D. This 13-member group along with many DEC members who diligently reviewed the research was able to produce 66 recommended practices over eight topic areas. It is truly remarkable that this work was accomplished in just over a year! Now the challenge for DEC as an organization is to design methods to spread these practices to all DEC members and to other practitioners, administrators, and policy makers who support young children and their families.

An exciting initiative that was started in 2013-2014 and continues to be a priority is the inclusion of young children with disabilities in situations with their peers. The challenge was made at the 2013 DEC Conference by Barbara Smith, Ph.D., in her keynote address. She presented data that showed the level of access in inclusive programs has changed little over time and pointed to the lack of information about the quality of the inclusion experience for children who do have access to inclusive programs. The DEC Executive Board accepted her challenge to begin working with partners such as the Office of Special Education Programs (OSEP) to determine how we can collaborate to make change happen in the area. In the last several months, DEC members have started in Inclusion Special Interest Group as part of this effort.

During the last year, the DEC Executive Board has also been carefully watching the DEC budget. One of the major responsibilities of a not-for-profit board is to vigilantly attend to the financial side of the organization. In the last year, we have requested and received from the Executive Office a monthly financial report, which allows us to closely monitor and understand our financial situation. With this vital information, we can see that DEC's financial position is improving. We know that the development of DEC Recommended Practices products, which are useful for the field, will help our financial situation continue to improve. Therefore, efforts to develop products are occurring in DEC.



Carol Trivette, President

DEC EXECUTIVE BOARD 2013-2014

DEC President Carol Trivette	Past President Bonnie Kelly	Member-at-Large Michael Barla	Member-at-Large Hannah Schertz
President-Elect Julianne Woods	Treasurer Susan Connor	Member-at-Large Jennifer Newton	Member-at-Large Rashida Banerjee
Vice-President Erin Barton	Secretary Misty Goosen	Member-at-Large Mark Smith	

FISCAL YEAR INCOME AND EXPENSES

Fiscal Year	Total Income	Total Expenses
2013-2014	\$ 701,115	\$ 676,980
2012-2013	\$ 579,312	\$ 616,349
2011-2012	\$ 707,776	\$ 732,436
2010-2011	\$ 853,430	\$ 735,663

FINANCIAL REPORT: JULY 1, 2013 – JUNE 30, 2014

DEC's fiscal year 2013-2014 budget reflects income and expenses in the following classifications:

- Administration (10%)
- Education and Advocacy (30%)
- Conference (35%)
- Membership (25%)

DEC generates its revenue through publications, membership, conferences, sponsorships a conference and advertising.

The 29th Annual DEC Conference in 2013 drew 925 attendees to the Hilton in San Francisco. Overall, the conference generated \$386,659 in revenue.

In 2013-2014, DEC created an additional publication: Monograph 15: Addressing Young Children's Challenging Behaviors. Publication sales (including the YEC Monograph series, Recommended Practices products, and other publications) were \$182,523 and our costs of goods was \$165,252. The costs of goods is calculated by "beginning inventory" (+) "purchases" (-) "inventory sold."

Membership, DEC's third major source of revenue, generated \$98,059 in FY2013-2014. DEC professional members pay \$50 in annual dues; students, family members, and associate members pay \$25.

DEC assets are maintained in checking, money market accounts, certificates of deposit, and general savings. In addition to operating capitol and cash reserves, DEC maintains restricted assets in the Rose Engel and J. David Sexton memorial funds.

An annual audit of accounts is conducted by Loren W. Randall & Associates in Missoula, Montana. The complete audit report is available on the DEC website.

CHECK OUT SOME OF OUR HIGHLIGHTS FROM THE PAST YEARS

Policy Activities

DEC launched its Policy Council led by Ashley Lyons, Sharon Walsh, Kim Travers, Peggy Kemp, Catherine Corr, Natalie Danner, and Deborah Bruns. The Policy Council provides strategic direction and proposed recommendations for DEC's policy and advocacy efforts. The Policy Council works collaboratively with the Governmental Relations Consultant and the Children's Action Network (CAN) Coordinator. The Policy Council ensures DEC has a seat at the table with important stakeholders and will provide CAN with the tools needed to engage in effective advocacy. The Policy Council takes a proactive stance in the drafting of policy and legislative recommendations and issue briefs.

In April 2014, DEC attended a briefing on Capitol Hill on Child Welfare. DEC was invited by Zero to Three to attend the briefing.

In May 2014, DEC met with staff members from the office of Congressman Clarke (MA) at their request to discuss and learn more about Part C and Section 619. DEC also attended the Senate Health, Education, Labor, and Pensions Committee mark-up of the strong start bill.

DEC is a participant in the Strong Start for Children Campaign.

Membership and Subdivision Activities

DEC launched a Membership Council to help support and provide guidance for DEC Subdivisions across the country. The Membership Council strategizes on how to grow membership and provides service, programs and opportunities that DEC members want and need. The DEC Membership Council is led by its Chair, Megan Purcell and Angela Currey, Megan Purcell, and Cindy Ryan

DEC's has active subdivisions and subdivisions being formed in the following states: AZ, CO, FL, IA, ID, IL, IN, KS, KY, LA, MD, MO, MN, OR, OH, PA, NJ, NV, TX, VT, WI

The DEC Oregon Subdivision partnered with the Western Oregon University to organize the first annual Early Childhood Inclusion Summer Institute. DEC with Program Chairs Camille Catlett, Susan Maude and the DEC Vermont Subdivision

organized New Possibilities, a two-day professional development institute designed to strengthen the daily practices for professionals in the field of early childhood special education.

DEC members in Texas organized meeting at the Texas Council for Exceptional Children conference in Fort Worth in June to build interest and garner support for launching a DEC Subdivision in Texas.

In 2014, DEC members in Indiana and Maryland both developed bylaws and appointed DEC members as they formally launched subdivisions in their respective states.

Professional Development

In 2013-2014, DEC hosted several Learning Decks, professional development webinars led by DEC members. Topics included Coaching Parents Using Internet-Based Technologies and Addressing Challenging Behavior and Child Learning.

With the support from DEC Members Chair, Camille Catlett and Susan Maude and the DEC Vermont Subdivision, DEC organized New Possibilities, a two-day professional development institute designed to strengthen the daily practices for professionals in the field of early childhood special education.

DEC hosted its 29th Annual Conference in San Francisco in October 2013. The Conference was led by our DEC Conference Chair Ted Burke and Co-Chair Christine Spence. Barbara Smith served as the keynote speaker at the opening session. The conference had over 225 sessions presented by leading researchers, policymakers, higher education faculty, practitioners, graduate students, parents and families.

Special Interest Groups

During the spring of 2014, DEC SIG leaders held several meetings to strategize on how DEC members could get involved in Special Interests, developed more structures and guidance on how DEC members can launched SIGs and DEC appointed two DEC members to serve as National SIG Chairs to provide strategic support for the development of SIG activities and guidance for SIG leaders.

DEC launched the Inclusion SIG being led by Barbara J Smith and Christine Salisbury.

Publications

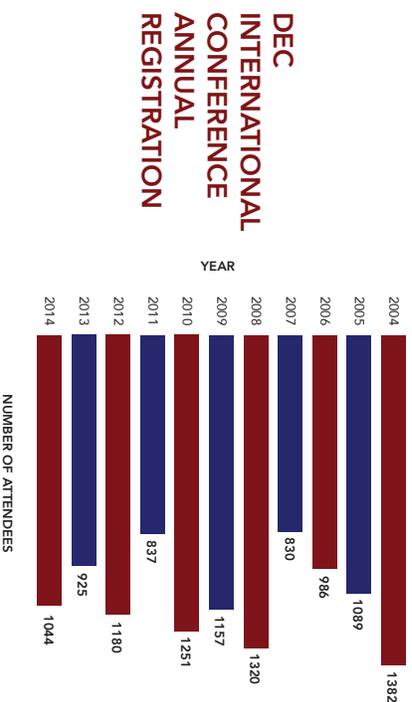
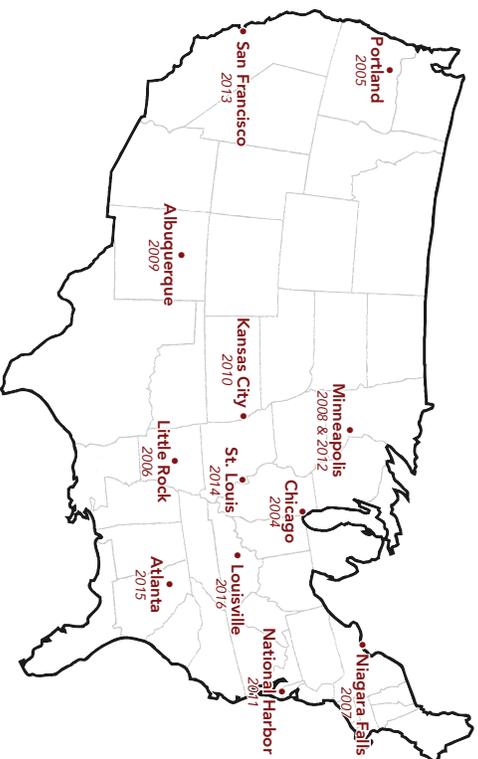
In October 2013, DEC released Monograph 15: Addressing Young Children's Challenging Behaviors which addresses the needs of young children who exhibit challenging behaviors who are served in inclusive settings.

DEC continues to publish the Journal of Early Intervention a leading early childhood research

journal is focused on issues relevant to young children with disabilities and their families.

DEC continues to publish Young Exceptional Children highly acclaimed journal filled with practical, ready-to-use resources, and information about recommended practices. Members receive YEC four times a year.

INTERNATIONAL CONFERENCE LOCATIONS



THE DEC RECOMMENDED PRACTICES

The **DEC Recommended Practices** were developed to provide guidance on practices related to better outcomes for young children with disabilities, their families, and the personnel who serve them. However, as the field continues to evolve and new research emerges about how best to serve children with disabilities, it is important that the Recommended Practices are revisited and revised to remain current and relevant. Starting in 2012, DEC created a Recommended Practices Commission which was asked with updating and revising the Recommended Practices. In addition, the Commission was asked to develop a process by which the Recommended Practices will continue to be updated.

While the Commission serves as the entity that leads this process, the Recommended Practices are driven by the needs of the children and those who serve them. Therefore, it is critical that there is ongoing input, guidance, and feedback from the field.

What are the DEC Recommended Practices?

DEC Recommended Practices are a DEC initiative that bridges the gap between research and practice, offering guidance to parents and professionals who work with young children who have or are at risk for developmental delays or disabilities. The Recommended Practices were first developed by DEC in 1991 to provide guidance to the relatively new field of Early Intervention/Early Childhood Special Education. In the late 1990s, work was undertaken to revise the initial set of practices and establish the evidence base for the practices through an extensive review of the literature. Through recent collaborative work with the Early Childhood Technical Assistance Center (ECTA), the practices have been revised and updated, and a new set of DEC Recommended Practices is now available.

What is the purpose of the DEC Recommended Practices?

The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them.

Who uses the DEC Recommended Practices?

The Recommended Practices are intended to be used by individuals working across a variety of early childhood settings providing services to young children who have or at-risk for developmental delays or disabilities. The updated set of practices consists of eight domains: Leadership, Assessment, Environment, Family, Instruction, Interaction, Teaming and Collaboration, and Transition. It is anticipated that the practices will also be helpful for those engaged in both pre-service and in-service professional development.



6

COMMISSION TIMELINE & ACTIVITIES

January–May 2013	Assist topic leads to identify research based practices
June 2013	Approve field review draft
September 2013	Validate research base
May–October 2013	Provide opportunities for field input <ul style="list-style-type: none"> • Conferences • Focus groups • Interactive website
October 2013	Conduct focus groups to identify values and experience-based practices from: <ul style="list-style-type: none"> • Family members • Practitioners • Administrators • Researchers • Higher education faculty
November 2013	Compile, analyze, and synthesize all input
January 2014	Conduct field validation of practices
February 2014	Compile and analyze field validation data
April 2014	Produce final list of validated DEC Recommended Practices

CURRENT DEC RECOMMENDED PRACTICES COMMISSION MEMBERS:

Chair: Mary McLean	Member: Chelsea Guillen	Member: Pat Snyder
Past Chair: Barbara J. Smith	Member: Kathy Hebbeler	Member: Judy Swett
Member: Rashida Banerjee	Member: Mary Louise Hemmeter	Member: Pam Winton
Member: Judy Carta	Member: Lori Efbrederis Meyer	
Member: Tricia Catalino	Member: Susan Sandall	

7

DEC BOOKSTORE

PRODUCTS IN THE DEC BOOKSTORE:

- Monograph 2:**
Natural Environments and Inclusion
Co-editors: *Sandall & Ostrosky, 2000*
- Monograph 3:**
Teaching Strategies: What to Do to Support Young Children's Development
Co-editors: *Ostrosky & Sandall, 2001*
- Monograph 4:**
Assessment: Gathering Meaningful Information
Co-editors: *Ostrosky & Horn, 2002*
- Monograph 5:**
Family-Based Practices
Co-editors: *Horn, Ostrosky, & Jones, 2003*
- Monograph 6:**
Interdisciplinary Teams
Co-editors: *Horn, Ostrosky, & Jones, 2005*
- Monograph 7:**
Supporting Early Literacy Development in Young Children
Co-editors: *Horn & Jones, 2005*
- Monograph 8:**
Social Emotional Development
Co-editors: *Horn & Jones, 2006*
- Monograph 9:**
Linking Curriculum to Child and Family Outcomes
Co-editors: *Horn, Peterson, & Fox, 2007*
- Monograph 10:**
Early Intervention for Infants and Toddlers and Their Families: Practices and Outcomes
Co-editors: *Peterson, Fox, & Biasco, 2008*
- Monograph 11:**
Quality Inclusive Services in a Diverse Society
Co-editors: *Peterson, Fox, & Santos, 2010*

DEC'S ENDS POLICIES

- 1.0 DEC exists so that young children with disabilities and other special needs participate as full members of families and communities and benefit from competent, informed, and connected professionals, families, and policy makers to the extent that justifies the overall cost-benefit ratio.
- 1.1 Competent Professionals and Families**
- As a first priority, professionals and families implement all of DEC's Recommended Practices and teacher educators implement relevant CEC Personnel and Preparation Standards to fidelity. Review of DEC's Recommended Practices and CEC Personnel and Preparation Standards will assure that they are current with respect to owner and stakeholder values, contemporary developments, and research evidence.
- 1.1.1. Owner values respect the importance of authenticity and inclusivity, developmental and individual appropriateness, family-centeredness, and the need to promote diversity and cross-discipline integration.
- 1.1.2. Contemporary practices and standards represent the next steps for the field (i.e., are forward-looking and at the forefront of current movements) and are relevant, transparent, socially valid, and in line with current legislation and policy.
- 1.1.3. Evidence is based on well-established theory and empirical research that mirrors are accepted indicators and standards for quality, includes up-to-date research, supports implementation, and promotes replication.
- 1.2. Informed Professionals and Families**
- As a second priority, professionals and families are informed and guided by resources and events that have been identified, delivered, and evaluated according to the supports and practices perceived by professionals and families as needed to promote the community participation of young children with special needs and their families.
- 1.2.1. Professional resources and events further implement and extend DEC's Recommended Practices and CEC's Personnel and Preparation Standards. Policy of the Executive Board of the Division for Early Childhood of the Council for Exceptional Children.
- 1.2.2. Resources include papers and/or statements of DEC's positions that are available to professionals and families no more than one year from the identified need. Position papers and/or statements currently approved to be created or are in process include
- (a) the role of Special Instruction in Early Intervention, (b) competent early intervention workforce and (c) challenging behaviors identification and intervention.
- 1.2.3. Professional and family resources and events reflect the depth and breadth of knowledge needed by professionals and families at the individual and system levels. Knowledge about practices is limited to established evidence-based practices and emerging practices. Emerging practices (a) have initial evidence indicating the practice will likely benefit the development of young children or support their families and (b) are consistent with DEC's values and beliefs. Emerging practices promote and assure innovation in the early intervention/early childhood special education field.
- 1.2.4. Professional and family resources and events are provided through multiple means of presentation via various technologies to reflect effective modes of delivery and diverse learning preferences, including an annual international conference.
- 1.3. Connections among Professionals and Families**
- As a third priority, professionals and families have various opportunities to connect and participate with others in ways that foster a sense of community focused on the full community participation of young children with special needs and their families. Opportunities for connection include a variety of forms for communication and collaboration across diverse and common areas of interest, roles, topics and organizations, and across and within international, national, regional, and local communities, including DEC Subdivisions.
- 1.4 Informed Policy Makers**
- Policy makers have timely access to usable and accurate information when making decisions regarding young children, families, and professionals.
- 1.4.1. Members effectively advocate on behalf of young children, their families, and the profession of international, national, and Subdivision levels.
- 1.4.2. DEC shapes the development of policies that are responsive to the current needs of the early intervention/early childhood special education field, reflect the depth and breadth of issues, and promote effective practices at the individual and system levels to foster full community participation of young children with disabilities and their families.