CONNECT Modules: An Evidence-Based Practice Approach to Professional Development

Pam Winton, Chih-Ing Lim, Dale Epstein
ACCESS to Shared Knowledge and Practices: Technology in Teacher Education
June 11, 2012
Practitioners are Expected to Use Evidence-Based Practice (EBP)
PD Providers are Expected to Incorporate EBP into PD
Evidence-Based Practice is a decision-making process that integrates the best available research evidence with family & professional wisdom & values. It involves identifying specific research-based practices that have been validated through a rigorous review process. 

Odum, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006
Two Components of Evidence-Based Professional Development

The PD **content** focuses on specific research-based teaching and intervening practices.

The PD **delivery** focuses on evidence-based methods for building practitioners’ knowledge and decision-making skills.
CONNECT Modules: Practice-focused approach

Research-Based Practices
Innovation: An Approach for Incorporating EBP into PD

5 Step Learning Cycle™ - Process for Making Evidence-Based Practice Decisions
Context: Focus on Clinical Practice

Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers

Fall, 2010
CONNECT Modules: Using Technology to Promote...
NAEYC / DEC Personnel Preparation Standards

Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

Module 1: Embedded Interventions

NAEYC Core Standards

Module 1: Embedded Interventions

CONNECT 2012
http://connect.fpg.unc.edu
# Alignment of NAEYC Accreditation Standards with CONNECT

## NAEYC-CONNECT Project
### Module One Exemplars

**Objective:** Example assignments derived from CONNECT Module 1 aligned with NAEYC Accreditation Standards and Skills.

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<tr>
<th>Exemplar</th>
<th>STD 1</th>
<th>STD 2</th>
<th>STD 3</th>
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<th>STD 5</th>
<th>STD 6</th>
<th>SS 1</th>
<th>SS 2</th>
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<tbody>
<tr>
<td>1. Supporting Access for Each and Every Child</td>
<td>1c</td>
<td>3b</td>
<td>4b; 4c; 4d</td>
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**Key:** STD = standards 1-6, SS = Supportive Skill 1-5

Developed by Johnna Darragh, Heartland Community College and Nancy Grausam, Pennsylvania College of Technology
Our Target Audience

• 2-year and 4-year early childhood college faculty

• Other professional development providers
What Faculty and PD Providers Want

- Short video clips that illustrate practice
- Activities
- 24/7 availability
- Flexibility & ease of use
Available Modules

Module 1: Embedded Interventions
Module 2: Transition
Module 3: Communication for Collaboration
Module 4: Family-Professional Partnerships
Module 5: Assistive Technology Interventions
Module 6: Dialogic Reading
Module 7: Tiered Instruction (Social emotional development & Academic learning)
Module 4: Family-Professional Partnerships
Step 1: Dilemma

Teacher’s viewpoint (China)

Family’s viewpoint (Aaron)
Step 2: Question

In working with families with young children in early care and education programs, what practices are effective in promoting family-professional partnerships?
Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

Definition/Demonstration of Practice

Evidence

Teaching Component

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Research

Research Summary on Family-Centered Helpgiving Practices

Researchers at the Orelia Hawks Puckett Institute analyzed 47 research studies on family-centered helpgiving practices. Here is what the researchers learned from their review of the research:

How were family-centered helpgiving practices defined and implemented?

Family-centered helpgiving was defined and implemented differently across studies. A single, agreed upon definition of family-centered helpgiving does not exist in the research literature. However, some of the most widely mentioned dimensions of family-centered helpgiving in the studies included: treating families with dignity and respect; sharing relevant information so that families can make informed decisions; offering families choices regarding their involvement in and the provision of services; and forming partnerships with families and working collaboratively with them.

Who implemented the family-centered helpgiving practices and in what types of settings?

The professionals who implemented the helpgiving practices included early childhood practitioners, educators, nurses, physicians, therapists, and service coordinators. The settings included early intervention programs, preschool special education programs, elementary schools, family support programs, hospitals, and clinics.

What were the characteristics of the children and families who participated?

The studies included over 11,000 parents of young children from 7 months to 13 years of age. Two-thirds of the children were boys, and the vast majority had developmental disabilities. Almost 90% of the research participants were mothers and were white. Mothers from other racial and ethnic groups represented less than 15% of participants (7% African American, 2% Latino, 1% Asian, 1% Native American, and 3% other ethnicities). No information was given on the socioeconomic status of the families. This is noteworthy because research has consistently documented that families from lower socioeconomic circumstances typically experience less satisfaction with services and higher levels of caregiving stress.

Was family-centered helpgiving beneficial for families and children?

Findings from the research synthesis showed that family-centered practices were related to positive parent-family outcomes. These outcomes included effective parent-family communication, adequate social support, restorative and positive experiences.

Handout 4.4

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation

UNC
EUG CHILD DEVELOPMENT INSTITUTE
Policy Advisory
The Law Governing Family-Professional Partnerships

Both the Head Start Program Performance Standards and the Individuals with Disabilities Education Act (IDEA) have significant emphasis on families being equal partners with professionals in making educational decisions about their children. The Head Start Program Performance Standards have been designed to provide Head Start programs with expectations, guidance, and support related to the quality of services they provide. IDEA is the federal law that governs the education of children with disabilities, including developmental delays. Part C of IDEA authorizes the federal government and state governments to act on behalf of infants and toddlers (birth to three) (20 U.S.C. Part C). Part B authorizes them to act on behalf of young children (three to six) with disabilities (20 U.S.C. Part B).

Considerations for compliance with family-professional partnership policies

Family-professional partnerships are central components of the Head Start Program Performance Standards and IDEA. The policies make it clear that professionals must engage in joint decision-making with families in the delivery of services. To ensure the partnership is strong and effective, it is important to do the following:

1. Individualize interactions and approaches to address each family’s unique needs, priorities, and concerns.
2. Actively engage families in planning and decision-making regarding priorities, services, and concerns.

What policies on family-professional partnerships exist for those within Early Head Start and Head Start?

The Head Start Program Performance Standards emphasize the need for programs receiving Head Start and Early Head Start funds to collaborate with families. These standards include requirements for collaborative partnerships when addressing goals, services, health and developmental concerns, and children’s educational experiences.

Head Start program procedure requirements

Family Partnerships

Section 1304.40 of the Head Start Program Performance Standards is most explicit in outlining the importance of family-professional collaboration.

Head Start and Early Head Start programs must:

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Defining the Practice: Family Professional Framework

Dr. Ann Turnbull
Distinguished Professor,
University of Kansas
Co-Founder and Co-Director
of the Beach Center on Disability
Demonstrations of the Practice

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation

CONNECT
Experience-based knowledge

Parents’ Perspectives

Teacher’s Perspective

Pediatrician’s Perspective

Immigrant Family Advocate’s Perspective
Step 4: Appraisal, Reflection & Decision

Unique Perspectives & Contexts of the Dilemma

Evidence
- Research
- Policies
- Experience-based knowledge

Integrate

Decision
- Plan for implementation
- Identify, review and select strategies

CONNECT
Plan for Implementation

Create an implementation plan to develop a trusting partnership with Aaron

Instructions
Complete the implementation plan to show how China will use specific partnership-oriented practices to develop a trusting partnership with Aaron.

Goal: To develop a trusting partnership with Aaron

1. Practices for Developing an Initial Friendly Relationship (Beginning Ground)
Identify three practices from Handout 4.1 and Activity 4.10 that you believe are particularly appropriate to use with Aaron in developing an initial friendly relationship, and describe what China will do to implement these practices.

2. Practices for Making Shared Decisions
Identify three practices from Handout 4.2 and Activity 4.11 that you believe are particularly appropriate to use with Aaron in making shared decisions, and describe what China will do to implement these practices.

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Step 5: Evaluation

Determine if the intervention was implemented?

Determine if the intervention was effective?

Summarize and use assessment results to determine if the goal(s) are met.
Step 5: Evaluation

**BEACH CENTER FAMILY-PROFESSIONAL PARTNERSHIP SCALE**

**PROFESSIONAL VERSION**

This survey is about the extent of your satisfaction with your partnership-oriented practices with the families with whom you work. The purpose is to guide you in reflecting on your partnership-oriented practices as the basis for self-improvement. Please read each item by filling in the blank with a name of the parent on whom you will focus in the completion of this survey.

How satisfied are you with the way that you...

1. Help [name]'s child succeed.
2. Provide services that meet the individual needs of [name]’s child.
3. Speak up for [name]’s child’s best interests when working with other service providers.
4. Let [name] know about the good things your child does.
5. Help your child succeed.

Check mark ☑ to indicate your level of satisfaction with each of the items below. We encourage you to assess your level of satisfaction with each service provider.

**FAMILY-PROFESSIONAL PARTNERSHIP**

Handout 4.6

Handout 4.7

**CONNECT**

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation

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Visit us at:
http://community.fpg.unc.edu/connect-modules
To Learn More about CONNECT Modules at This Conference

CONNECT: An Evidence-Based Approach to Professional Development

Tuesday, 6/12/2012, 8 am – 10 am
JW Grand Ballroom 3
Dive Deeper into CONNECT Modules...

2012 Division of Early Childhood Annual Conference
Pre-Conference Workshop
Minneapolis, MN
Date: October, 28, 2012
Time: 9:00 am – 4:00 pm
Share your experiences about using the modules
Questions and Further Exploration: Come to our Small Group Discussion
Thank You