



# CONNECT

The Center to Mobilize Early Childhood Knowledge

## 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



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# The CONNECT Team

## Investigators



Pam Winton  
Principal Investigator  
University of North Carolina



Virginia Buysse  
Co-Principal Investigator  
University of North Carolina



Beth Rous  
Co-Principal Investigator  
University of Kentucky

## Staff



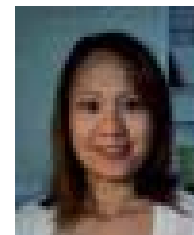
Dale Epstein  
Module Coordinator



Jonathan Green  
E-Communications  
Director



Chih-Ing Lim  
Project Coordinator



Cici Sidor  
Online Product  
Manager



Patti Singleton  
Instructional Design  
Specialist



Jay  
Hargrove  
Admin.  
Assistant

# Practitioners are Expected to Use Evidence-Based Practice (EBP)





# PD Providers are Expected to Incorporate EBP into PD



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**Evidence-Based Practice is.....**

**identifying** **A decision-**  
**specific** **making process**  
**research-based** **that integrates** **the**  
**practices** **the best available research**  
**that have** **evidence with family &**  
**been validated through rigorous review processes** **professional wisdom &**  
**values**

Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006;  
Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

# Two Components of Evidence-Based Professional Development

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

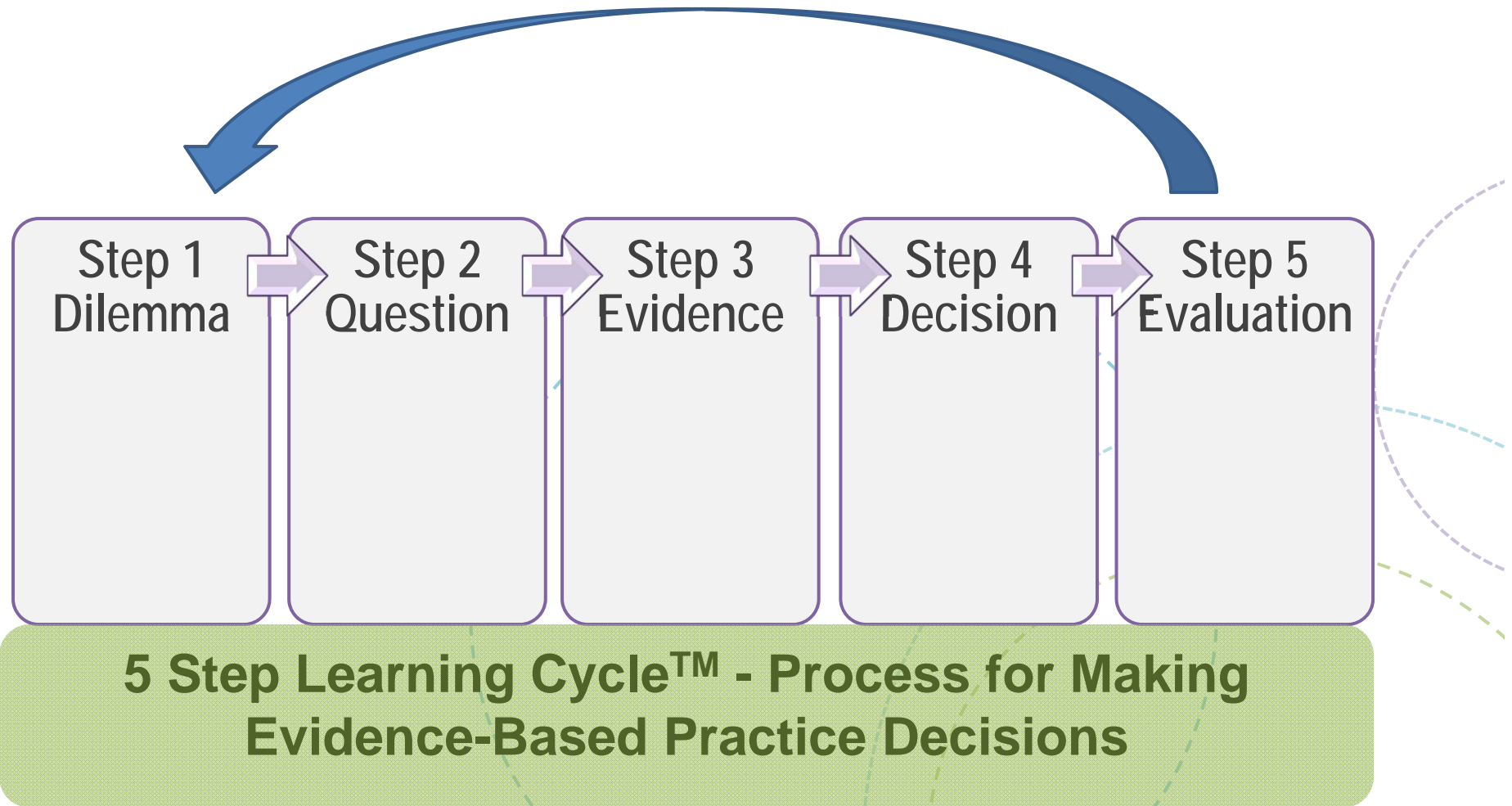
The PD **delivery** focuses on evidence-based methods for building practitioners' knowledge and decision-making skills

# CONNECT Modules: Practice-focused approach





# Innovation: An Approach for Incorporating EBP into PD



# Context: Focus on Clinical Practice

**NCATE**

The Standard of Excellence  
in Teacher Preparation

TRANSFORMING  
TEACHER EDUCATION  
THROUGH  
CLINICAL PRACTICE:  
A NATIONAL STRATEGY  
TO PREPARE  
EFFECTIVE TEACHERS

Fall, 2010

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# CONNECT Modules: Using Technology to Promote.....

Critical Thinking

Teacher Research

# Evidence-Based Practice

Systematic Inquiry

Reflective Practitioner



# NAEYC / DEC Personnel Preparation Standards

## Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

### Module 1: Embedded Interventions

#### NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs

##### NAEYC Standard 1: Promoting Child Development and Learning

1a: Knowing and understanding  
young children's characteristics and  
needs.

##### NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families

4b: Knowing and understanding  
effective strategies and tools for early  
education.

##### NAEYC Standard 6: Becoming a Professional

6c: Engaging in continuous, collaborative learning to inform practice  
6d: Integrating knowledge, reflective, and critical perspectives on early education

#### CEC/DEC Initial Standards

Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)  
(CC= common core; EC = early childhood; K= Knowledge; S= Skills)

CEC/DEC Standard 1: Foundations—Know philosophies, evidence-based principles, laws, and diverse and historical points of view.  
CC1K4 – Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

CEC/DEC Standard 3: Individual Learning Differences—Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments.

EC3 S1 – Develop, implement, and evaluate learning experiences and strategies to characteristics of infants and young children.  
EC3 S2 – Develop and match learning experiences and strategies to characteristics of infants and young children.

CEC/DEC Standard 4: Instructional Strategies—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children.  
CC4K1 – Evidence-based practices validated for specific characteristics of learners and settings.

CC4 S2 – Use strategies to facilitate integration into various settings.  
CC4 S4 – Select, implement, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

EC4 S1 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.  
EC4 S2 – Facilitate child-initiated development and learning.

CEC/DEC Standard 5: Learning Environments and Social Interactions—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement.

CC5 S4 – Design learning environments that encourage active participation in individual and group activities.  
EC5 S1 – Select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments.

EC5 S2 – Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.  
EC5 S3 – Embed learning opportunities in everyday routines, relationships, activities, and places.

EC5 S4 – Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.  
CEC/DEC Standard 6: Language—Understand typical and atypical language development and individualized strategies to enhance language and communication skills.

CC6 S1 – Use strategies to support and enhance communication skills of individuals with exceptional learning needs.

CEC/DEC Standard 7: Instructional Planning—Develop long- and short-range goals.  
ECT S5 – Develop individualized plans that support development and learning as well as caregiver responsiveness.

ECT S7 – Develop an individualized plan that supports the child's independent functioning in the child's natural environments.  
ECT S8 – Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.

CEC/DEC Standard 9: Professional and Ethical Practice  
CC9 S13 – Demonstrate commitment to engage in evidence-based practices.

EC9 S6 – Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.

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# 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.

Key: STD = standards 1-6, SS = Supportive Skill 1-5											
Exemplar	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	SS 1	SS 2	SS 3	SS 4	SS 5
1. Supporting Access for Each and Every Child	1c		3b	4b; 4c; 4d					3.1	4.2	5.2

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)**

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## Module 4: Family-Professional Partnerships



# Step 1: Dilemma



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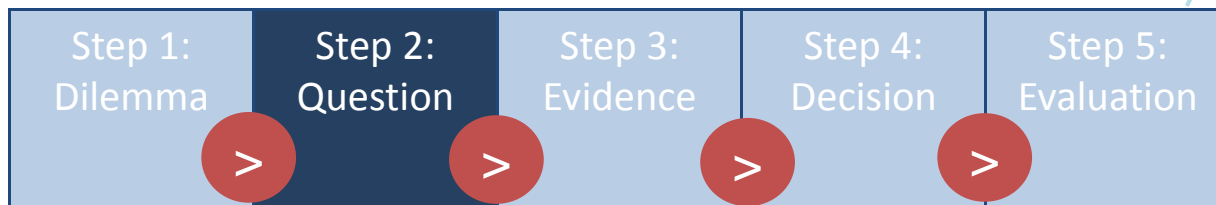
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# Step 2: Question



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

Evidence

Definition/  
Demonstration of  
Practice

Teaching  
Component

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Research

Handout 4.4



## Research Summary on Family-Centered Helpgiving Practices

Researchers at the Orelena Hawks Puckett Institute analyzed 47 research studies on family-centered helpgiving practices.<sup>1</sup> 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, and child outcomes. These outcomes included effective parent, family, and child outcomes, adequate social support, competence, and positive

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation



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# Policies

## Handout 4.5



### 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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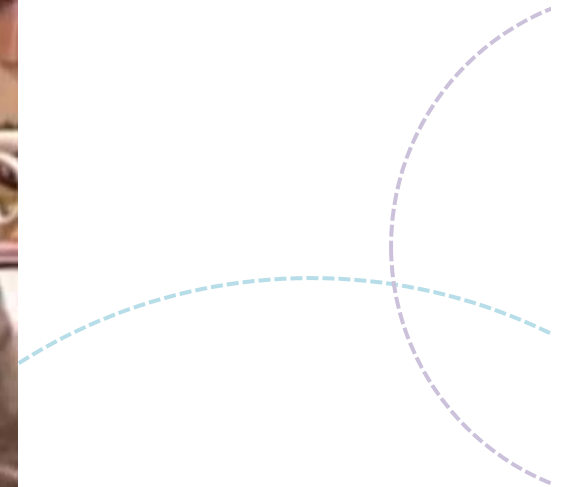
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# Defining the Practice: Family Professional Framework



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

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# Experience-based knowledge



Parents' Perspectives



Teacher's Perspective



Pediatrician's Perspective



Immigrant Family Advocate's Perspective

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# 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

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Plan for Implementation

**Activity 4.13a**

## Create an implementation plan to develop a trusting partnership with Aaron

Name  Date

To complete this activity form electronically, remember to first save your file.  
If you need further assistance, see the [Help & FAQs on edfs](#).

### 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 4.10a](#) 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 4.1](#) and [Activity 4.10a](#) that you believe are particularly appropriate to use with Aaron in developing a shared decision-making relationship, and describe what China will do to implement these practices.

Step 1:  
Dilemma

Step 2:  
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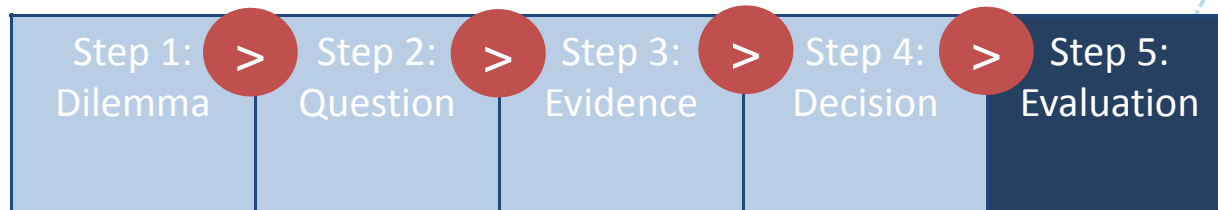
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# Step 5: Evaluation

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

Handout 4.8

## 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.

	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
How satisfied are you with the way that you...					
1. Help _____ gain skills or information to get what his/her child needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have the skills to help _____'s child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide services that meet the individual needs of _____'s child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speak up for _____'s child's best interests when working with other service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Let _____ know about the good things your child does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ needs you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Handout 4.7

## FAMILY-PROFESSIONAL PARTNERSHIP

check mark ☒ to indicate your level of satisfaction with each of the items below. We want your information to improve our practices in developing a trusting partnership with you.

	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
are you that your child's teacher....					
in skills or information to get what your	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help your child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
that meet the individual needs of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
child's best interests when working with service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the good things your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to give.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 1:  
Dilemma

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## MODULES

These modules are designed for faculty and professional development providers to use in their professional development. Instructors, click on "For Instructors". Learners, click on "Go to Modules".

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### Discussions

CONNECT Module 5: Assistive Technology Interventions in an Online Course

### News and Announcements

Join Us For a FREE Introductory Webinar to Tour Our Newly Redesigned Website



### Survey Question

Please take a moment to take a one question survey to let us know a little about you.

Visit us at:  
<http://community.fpg.unc.edu/connect-modules>

everyone and hearing from people who have used the modules. What steps have you taken since our recent workshops to put your plans into action? Let's keep the conversation going! [Read more...](#)

# 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**

