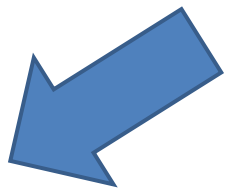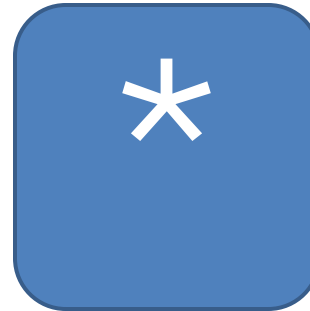# CONNECT Modules

WEBINAR

brought to you by

Mute \ Un-Mute Your Line

* **6**

Questions?   Use Chat Box.
(Tech or about Modules?)

Pam Winton
PI of CONNECT
FPG Child Development Institute
The University of North Carolina at
Chapel Hill

Who are we?

Pam Winton, Virginia Buysse,
Maggie Connolly, Chih Ing Lim,
Jonathan Green, Christine Lindauer,
Heidi Hollingsworth

UNC
FPG CHILD DEVELOPMENT INSTITUTE

Beth Rous & Patti Singleton

HDI HumanDevelopment
institute
UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES
UNIVERSITY OF
KENTUCKY®

Ann Turnbull

Making a Significant & Sustainable Difference in Quality of Life
Beach Center on Disability
KU THE UNIVERSITY OF KANSAS

Dawn Ellis
Office of Special Education Programs

IDEAs
that Work

CONNECT

Goals of Our Session

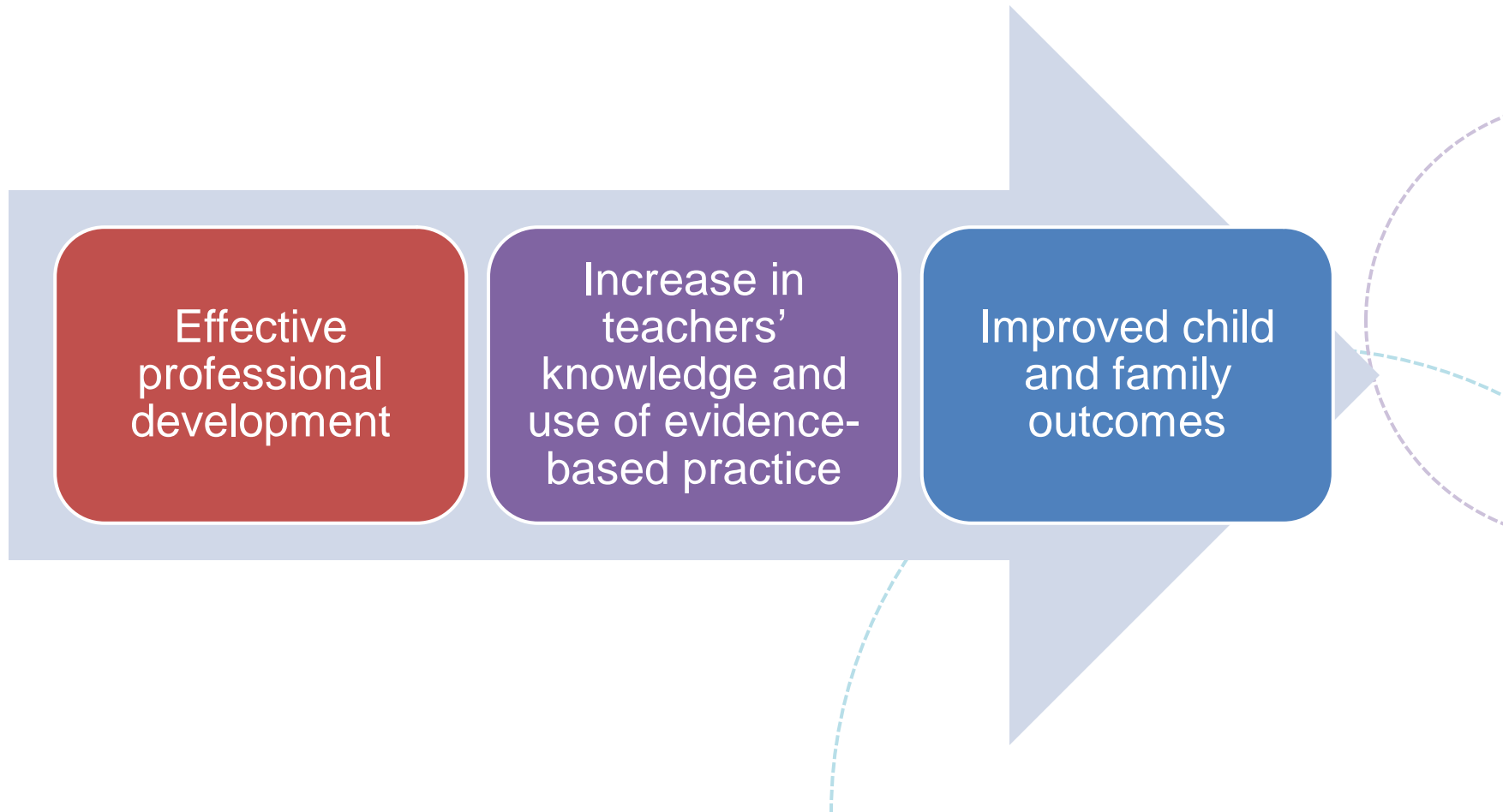**LEARN ABOUT** CONNECT's evidence-based approach to professional development

EXPLORE our free, online module and find out how people have used it

ASK QUESTIONS & START USING our free online module

Context: Increased Attention to PD Quality

Effective professional development → Increase in teachers' knowledge and use of evidence-based practice → Improved child and family outcomes

Context: Increased focus on evidence-based practice

Practitioners are expected to use evidence-based practice

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Faculty & PD providers are expected to incorporate EBP into PD.

Typical Amount of Content in Professional Development
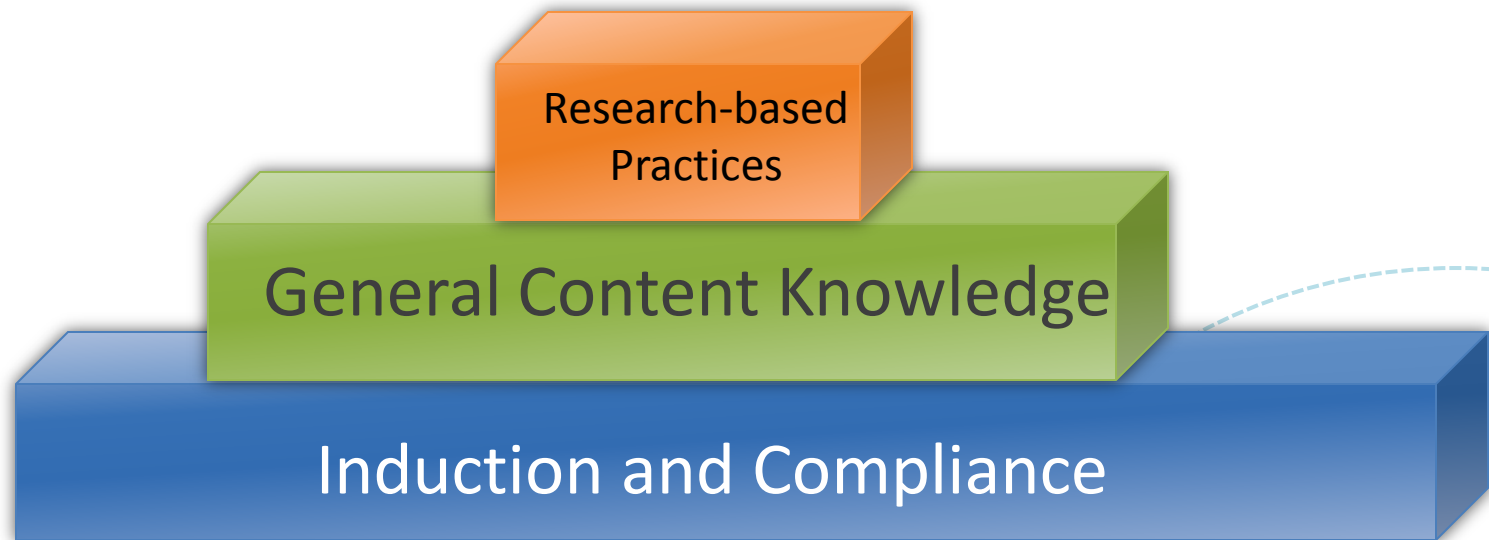
Adapted from Lambert, R.G., Sibley, A., & Lawrence, R.L. (in press). Choosing content. In S.B. Neuman (Ed.). *Preparing teachers for the early childhood classroom: Proven models and key principles.* Baltimore, MD: Brookes.

CONNECT Modules: Focused on Practices within Real Life Settings
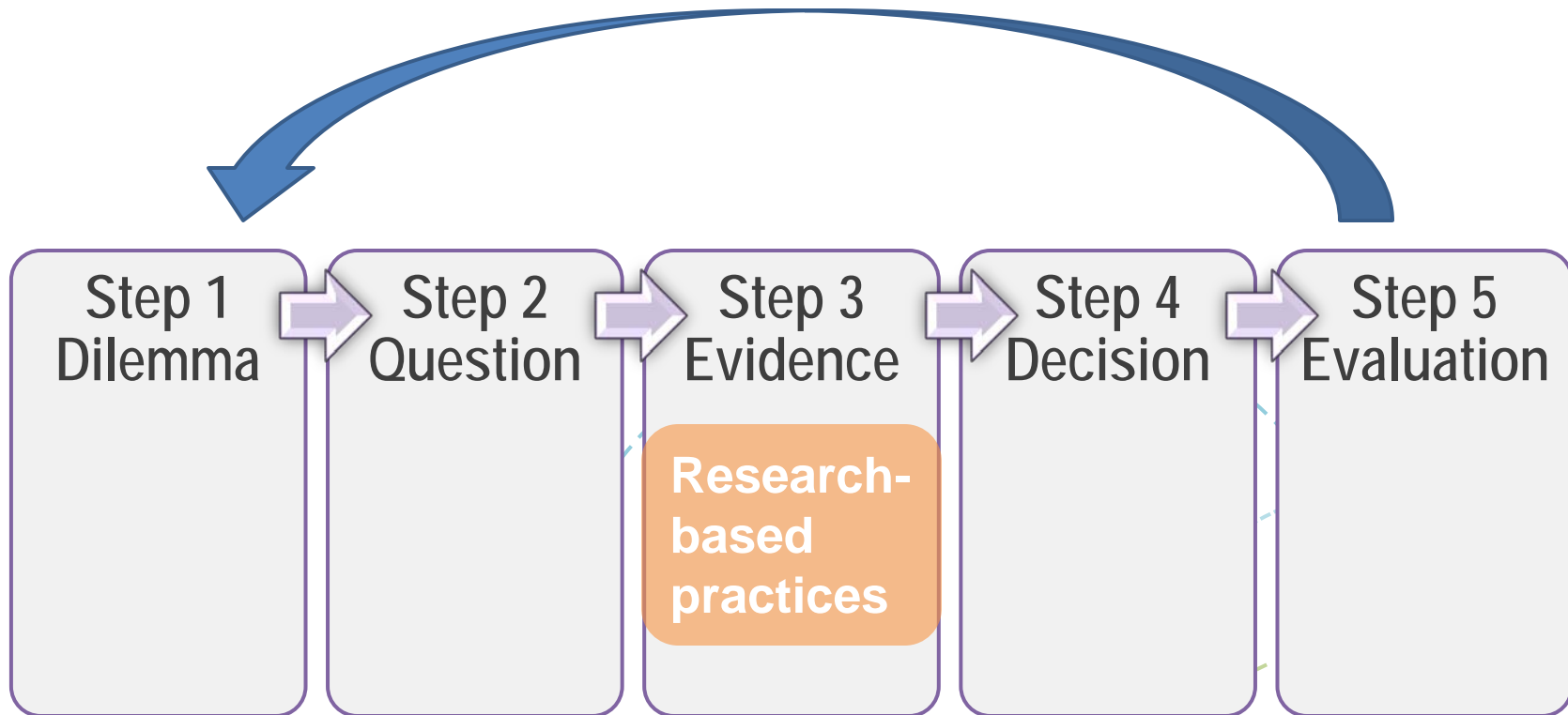

Research-Based Practices

Evidence-Based Practice is......

A **decision-making process** that **integrates** the best available research evidence with family & professional wisdom & values

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006

An Approach for Incorporating EBP into PD

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

Research-based practices

5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions
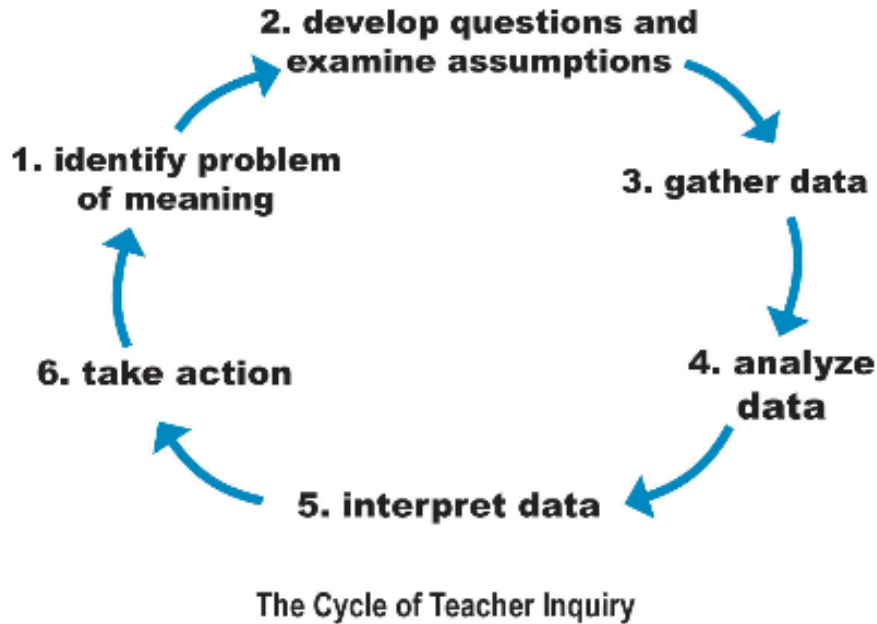
How CONNECT's approach aligns with teacher research

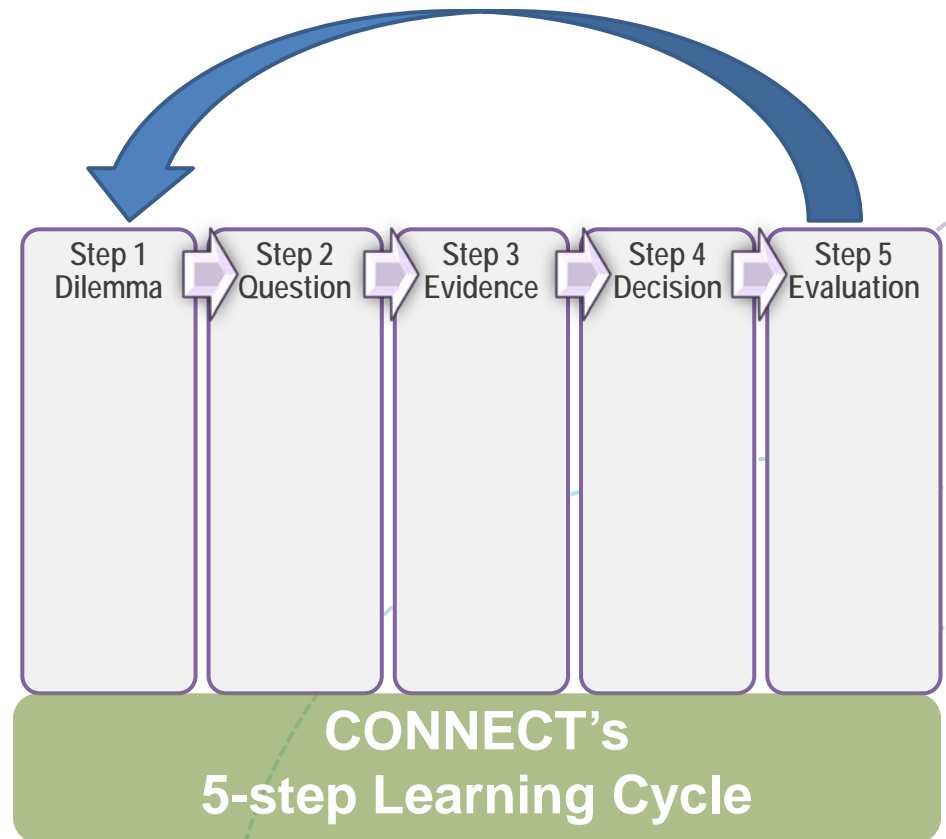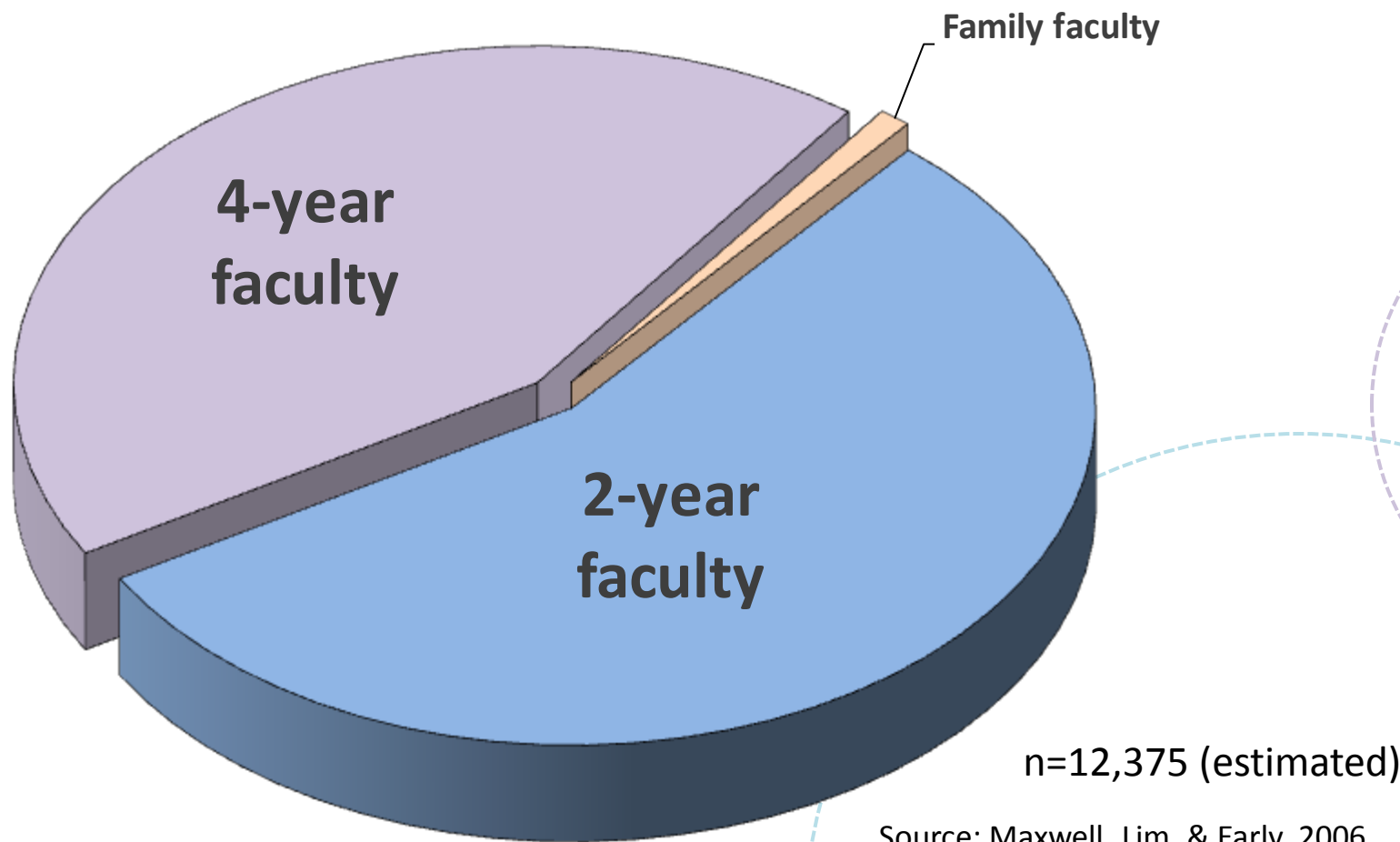2. develop questions and examine assumptions

1. identify problem of meaning

3. gather data

6. take action

4. analyze data

5. interpret data

The Cycle of Teacher Inquiry

Image courtesy of Andrew J. Stremmel

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

CONNECT's 5-step Learning Cycle

Our Primary Target Audience

Family faculty

4-year faculty

2-year faculty

n=12,375 (estimated)

Source: Maxwell, Lim, & Early, 2006
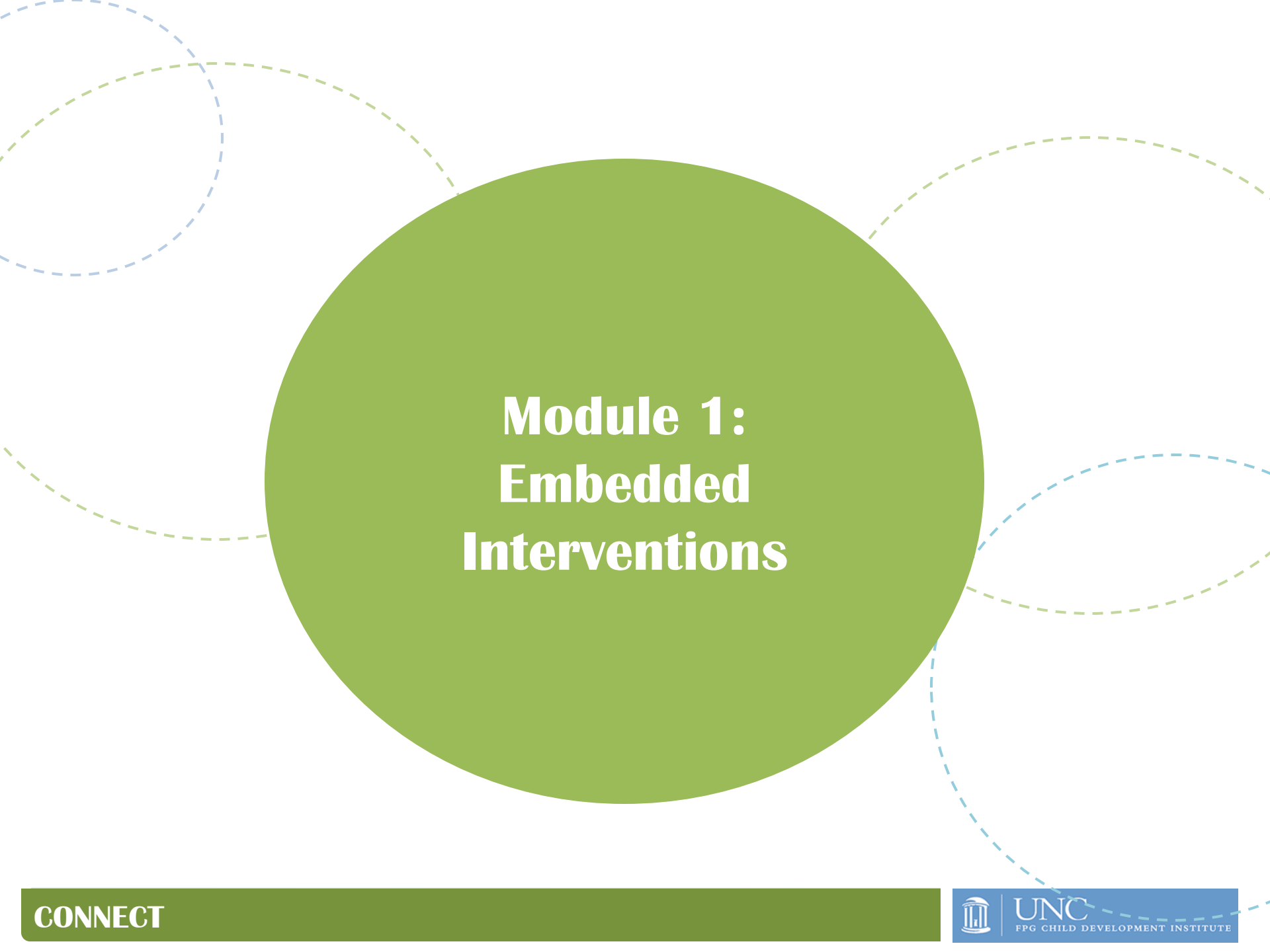
Secondary Audience

- Other PD providers who reach a variety of learners (e.g., consultants, supervisors, etc.)

What Faculty and PD Providers Want

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

Module 1:
Embedded
Interventions

CONNECT

Foundations of Inclusion Birth–Five

Early Childhood Inclusion

A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)
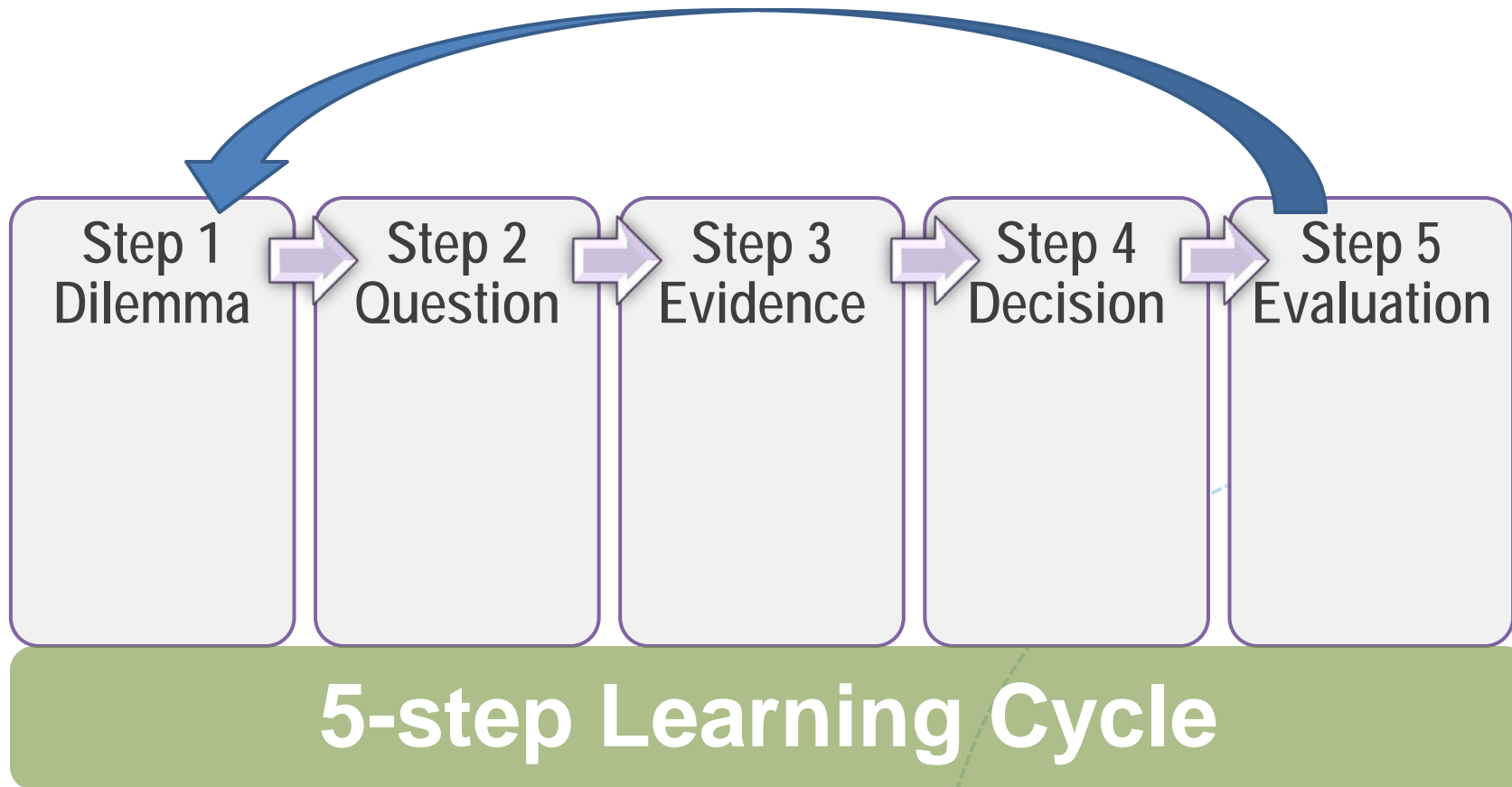
CONNECT Modules

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

5-step Learning Cycle

Step 1: Dilemma

Teacher's Perspective (Jackie)

Family's Perspective (Christine)

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

CONNECT Modules

Step 2: Question

What interventions are effective in promoting learning in the areas of communication and social development?

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

Step 3: General Evidence

- Define & demonstrate practices
- Research
- Policies
- Experience-based knowledge

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

CONNECT Modules
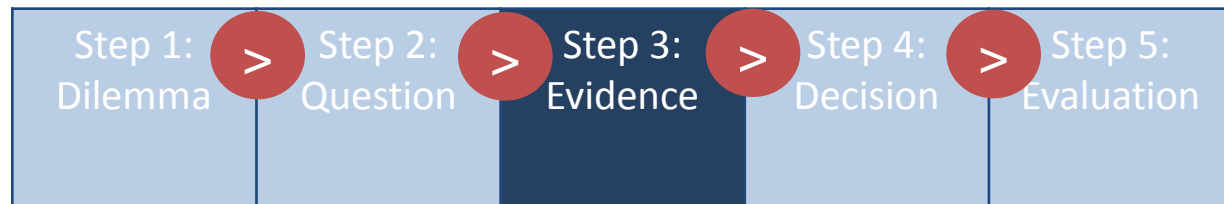
Definition of the Practice

Embedded interventions are strategies that address specific learning goals within the context of everyday activities, routines, and transitions at home, at school or in the community.

| Step 1: Dilemma | > | Step 2: Question | > | Step 3: Evidence | > | Step 4: Decision | > | Step 5: Evaluation |
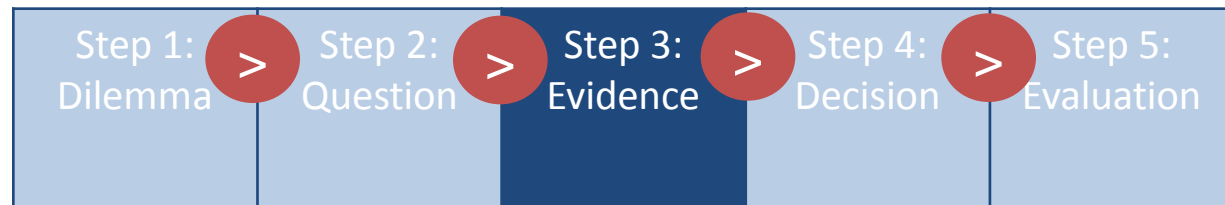
Examples of ways to implement embedded interventions

▪**Environmental Modification**

Altering or arranging the classroom, home, or community environment to promote participation, engagement, and learning of children

▪**Peer Support**

Enlisting peers to help children reach goals and participate fully and meaningfully in the classroom, home, or community

| Step 1: Dilemma | > | Step 2: Question | > | Step 3: Evidence | > | Step 4: Decision | > | Step 5: Evaluation |
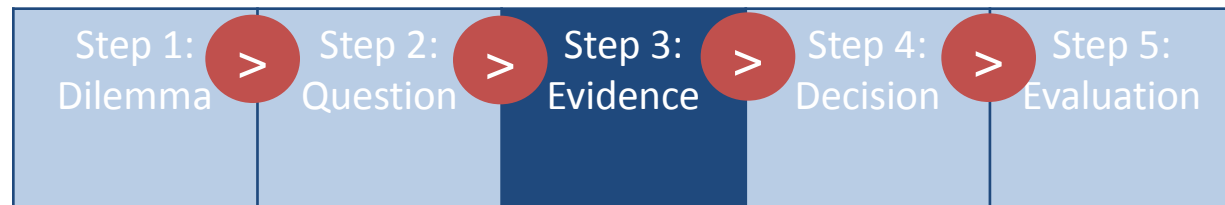
Video Examples of Embedded Interventions

Video 1.11: Routine in a program – singing a song

Video 1.15: Routine at home – Playing Mr. Potato Head

Video 1.12: Routine in a program – rolling with friends

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

CONNECT Modules

Video 1.8: Routine in the community – going to the store

Video 1.18: Using Video for REALLY Watching

Video Examples of Embedded Interventions

Video 1.17: Routine in a program – playing red light green light

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

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Handout 1.1

Examples of Environmental Modifications

CONNECT—2009
http://community.fpg.unc.edu

Handout 1.1
Page 1

Handout 1.2

Examples of Peer Support

Handout 1.2
Page 1

CONNECT—2009
https://community.fpg.unc.edu/

FPG CHILD ... INSTITUTE

Railings have been attached to a step stool to support the child in reaching the sink. Orange pliers were attached to the handle so she can independently turn the water on and off. A hose was secured to the faucet to direct the water closer to her.

An easel has been created using cardboard, Velcro and duct tape and secured to a work table appropriate to the size of his special chair. In addition, a hand activated device/switch has been connected to allow the child to rotate the gears.

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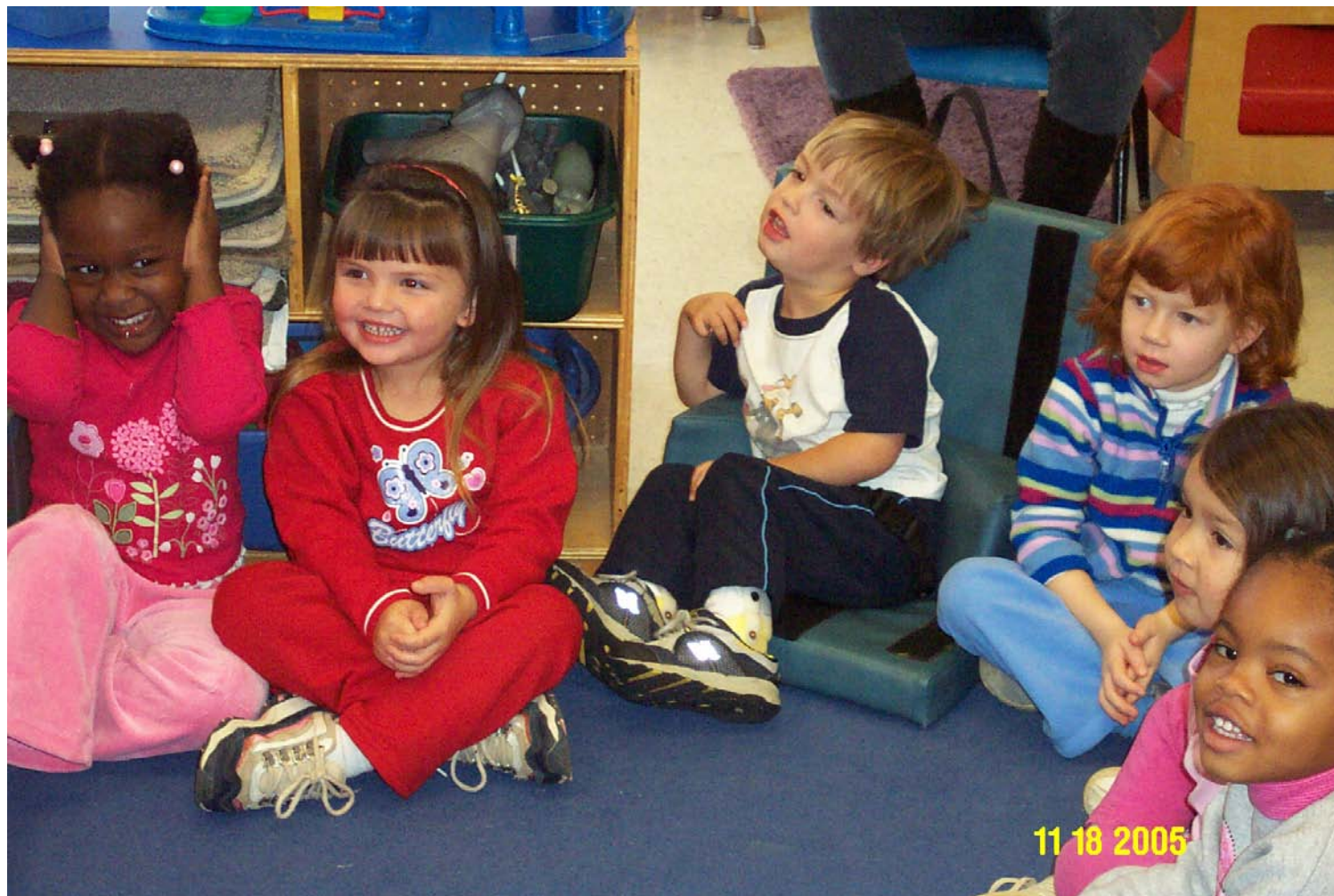
A special chair is used to position a child with low muscle control, on the floor with his peers during circle time.

Pair the Child with Another Child Who
Can Help Him or Her Complete a Task

Research Summary
on Embedded Interventions

RESEARCHERS at the University of Florida analyzed 36 research studies on embedded interventions. They wanted to find out the following:

- how the practice was defined across different studies,
- who implemented the practice and in what type of settings,
- what the characteristics of the children were and
- whether the practice was beneficial for young children.

Here is what the researchers learned.

How was the practice of embedding interventions defined?

Embedded interventions are teaching strategies that address a specific learning goal within the context of everyday activities, routines, and transitions at home, at school, or in the community. Terms such as routines-based interventions, embedded instruction, or embedded learning are used to mean the same thing.

Who implemented embedded interventions and in what type of settings?

Almost half of the people implementing embedded interventions were pre-kindergarten teachers. Others were assistant teachers and graduate students. The interventions were implemented in a variety of early childhood settings including preschool classrooms, early childhood special education classrooms, community-based child care programs, and Head Start.

What were the characteristics of the children who participated in the research?

About two-thirds of the children were boys. The children ranged in age from 2-7 years of age. About one-half of the children had some type of developmental delay. The remaining children had speech-language delays, Autism, or Down syndrome.

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Jackie
Child Care Teacher

Rud Turnbull
Director of Beach Center on Disability

Parents Speak Out
Partnering with Families on Embedded Interventions

In a conversation with Christine, a mother of a child with developmental delays, family leaders from across the nation provide their views on embedded interventions and building partnerships.

Perceptions of Teachers That Some Parents Are Extremely Demanding

"Most of the [community college] students that I work with share the feeling of the teacher [Jackie] in this module. They have limited experience and education with working with children with special needs. They come to [my community college] class with many questions. They describe some of the parents to be extremely demanding with concerns for their children."

—Lisa Stein, parent & community college faculty

Families' Perceptions About How to Get Their Idea Across

"After reading Lisa Stein's comments on her [community college] students talking about the 'extremely demanding' parents, it brought back concerns I had initially after my son was enrolled in his program. I immediately felt push-back from his teachers when I encouraged certain embedded interventions to be used in the classroom, or trying to explain that my son was ready to be challenged in new ways. I didn't want to be perceived as the demanding parent, and I wanted to develop a good relationship with his teachers.

"But it seemed like the expectations that I had for Luke and what the teachers had just didn't line up. They talked about things like what is 'developmentally appropriate,' while I talked about what Luke was actually doing and showing an interest in at home.

"I must confess that I haven't done anything to change the situation. If I get push back on ideas now, I generally nod my head, and then work on that skill with my son at home. For example, most recently, I shared that my son was expressing interest in the alphabet. I thought that encouraging letter recognition could help engage my son in a variety of activities, like reading, making verbal sounds, etc. I was told that it was too early to introduce letters, and that they'll do that next semester. So I worked on it at home. One month later my son knew all his letters. Daily we engage in verbal play attempting to make letter sounds. I can introduce new books easily (which was always a challenge before) by pointing out the letters and sounding out words."

—Christine Lindauer

...lieve that even the National Association for the Education of Young Children (leading professional ...educators). NAEYC is rethinking 'developmentally appropriate.' The ...perceptions of what is not possible. In just one month,

—Cherie Takemoto

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

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Step 4: Decision

Evidence
- Research
- Policies
- Experience-based knowledge

Unique Perspectives & Contexts of the Dilemma

Integrate →

Decision

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

CONNECT Modules

(EM = Environmental modificat...

Daily Schedule	Embedded Interventions Addressing Goal #1	Address...
		Speech therapist engages peers to sing with gestures familiar songs with Luke (i.e., Itsy Bitsy Spider, Twinkle, Twinkle, etc. (PS)
Arrival/Free Choice Play		
Large group (e.g., circle or story time)		
Outdoor Play		
Small groups (e.g., activity centers)		
Lunch	Teacher encourages Luke's use of his SpringBoard to request more food and to communicate when he is finished. (EM)	

Adapted from: Sandall, S. R., & Swartz, I. S. (2008). Building blocks for teaching preschoolers with special needs. Baltimore: Brookes.

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

CONNECT Modules

Module 1 Resources

- 21 video clips

- 5 audio clips

- 14 handouts

- 14 activities

- 14 alternate activities

- 28 instructors' activity guides

What Faculty and PD Providers Liked

- Authenticity of the dilemmas and videos

- 5-step learning cycle

- Flexibility

- Wealth of resources

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Comments from Lisa Stein, Faculty at Atlantic Cape Community College and ACCESS board member

Q & A

Upcoming modules

- Transition Practices
- Communication for Collaboration
- Family-Professional Partnerships
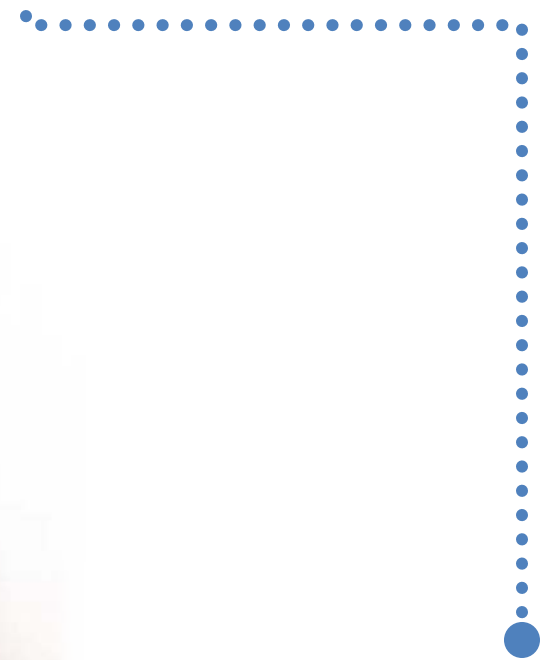
CONNECT
Template

In Development

Jonathan Green
Director of E-Communications of CONNECT
FPG Child Development Institute
The University of North Carolina at Chapel Hill

CONNECT Module Homepage

Learn about practices to solve dilemmas in early childhood settings.

- Free resources including video clips, activities, and handouts designed for instructors and learners

- Focus on young children with disabilities in inclusive environments

- Help build practitioners' abilities to make evidence-based decisions

- Designed to be embedded into existing curricula, coursework and other professional development opportunities

Learner Modules >

Resource Library >

Instructor Community >

Help/FAQs >

Click above for a 4-minute overview of CONNECT's evidence-based practice approach to professional development

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"I really loved the quality of the resources available and was able to use the resources to support my teaching across many different topics and course sessions."

"The format was excellent! The video clips and following activities helped make the learning process very engaging for students."

"We used the 5-step learning cycle in the Module as our framework for an all-day workshop for early childhood practitioners. Inclusion is such a broad topic and being able to narrow it in this way was very helpful."

Video: About CONNECT Modules

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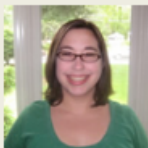
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0:00 / 4:05

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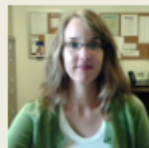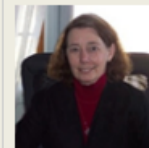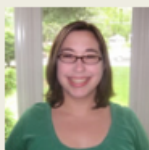
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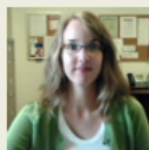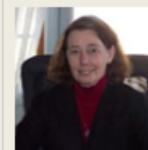
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Instructor Community — What to find

- Instructor "Dashboards"
- Getting Started Videos
- Help /FAQs
- Discussion Board
- Additional Instructor Resources

Instructor Community

Announcements

The CONNECT Modules are now available here, online, free-of-charge to instructors and learners nationwide.

Getting Started Videos

About CONNECT Modules
A 4-minute video presentation of CONNECT's evidence-based practice approach to professional development

Tours: Instructor Community | Learner Modules | Resource Library
Quick 2-3 minute video tours of the major CONNECT Module site sections.
pdf version - "Getting Started:The CONNECT Modules Website Guide"

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Help/FAQs
Frequently asked questions and help documents for Instructors

Discussion Board
A place for instructors to ask questions and
share ideas with other instructors and CONNECT staff.
Current discussions:
Module Usage | Textbooks | Embedding Module 1 into a College Course

[view all discussions]

Instructor Dashboards

Dashboards are instructor homepages for each module. They contain links to all learner materials as well as instructor materials, including: activity guides, personnel preparation standards, OSEP indicators and outcomes, and downloadable versions of videos and audio clips.

Module 1: Embedded Interventions
Module 1 focuses on the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Additional Instructor Resources

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Is this your first time using an evidence-based practice approach in your professional development? Download this pdf document for a quick overview of EBP.

Examples of Instructional Methods
View a reference document for methods used in learner activities.

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Video Tours

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Peer-to-Peer Discussions

Connect with other faculty & PD providers around the country

Share your ideas, challenges and approaches

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Instructor Dashboards

Dashboards are instructor homepages for each module. They contain links to all learner materials as well as instructor materials, including: activity guides, personnel preparation standards, OSEP indicators and outcomes, and downloadable versions of videos and audio clips.

Module 1: Embedded Interventions
Module 1 focuses on the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Go to Module 1 >

Module 1: Embedded Interventions

Learning Objectives

1. Explain what is meant by embedded interventions to promote participation in inclusive settings.

2. Use a decision-making process to help a child participate more fully in an inclusive setting through embedded interventions.

Table of Contents

View Learner Dashboard | View Module 1

Module 1 Instructor Dashboard				
Step 1. Dilemma	Step 2. Question	Step 3. Evidence	Step 4. Decision	Step 5. Evaluation
⊞ Description	⊞ Description	⊞ Description	⊞ Description	⊞ Description
Resources				
Step 1. Dilemma	Step 2. Question	Step 3. Evidence	Step 4. Decision	Step 5. Evaluation
⊞ Activities	⊞ Activities	⊞ Activities	⊞ Activities	⊞ Handouts
⊞ Videos		⊞ Audio	⊞ Audio	⊞ Videos
		⊞ Handouts	⊞ Handouts	
		⊞ Videos	⊞ Videos	

Supplemental Materials

- Foundations of Inclusion Birth To Five Video and Facilitation Tips

- Personnel Preparation Standards

- OSEP Indicators and Outcomes

Module 1: Embedded Interventions

Learning Objectives

1. Explain what is meant by embedded interventions to promote participation in inclusive settings.

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Learner Version

Printable Table of Contents for Module 1

Table of Contents

View Learner Dashboard | View Module 1

Module 1 Instructor Dashboard				
Step 1. Dilemma	Step 2. Question	Step 3. Evidence	Step 4. Decision	Step 5. Evaluation
⊞ Description	⊞ Description	⊞ Description	⊞ Description	⊞ Description

Resources

Step 1. Dilemma	Step 2. Question		Step 3. Evidence	Step 4. Decision	Step 5. Evaluation
⊞ Activities	⊟ Activities		⊞ Activities	⊞ Activities	⊞ Handouts
⊞ Videos	1.2a: Turn the dilemma into an answerable question **[pdf] [doc]**		⊞ Audio	⊞ Audio	⊞ Videos
	Activity Guides		⊞ Handouts	⊞ Handouts	
	1.2a: Turn the dilemma into an answerable question		⊞ Videos	⊞ Videos	
	1.2b: Piece together the question				

Resource Lists

Supplemental Materials

- Foundations of Inclusion Birth To Five Video and Facilitation Tips

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Module 1: Embedded Interventions

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Step 1. Dilemma	Step 2. Question	Step 3. Evidence	Step 4. Decision	Step 5. Evaluation
⊞ Activities	⊞ Activities	⊞ Activities	⊞ Activities	⊞ Handouts
⊟ Videos		⊞ Audio	⊞ Audio	⊞ Videos
Intro: Foundations of Inclusion		⊞ Handouts	⊞ Handouts	
Facilitation Tips		⊞ Videos	⊞ Videos	
1.1: The teacher's viewpoint				
1.2: The family's viewpoint				
Unable to view videos? Download instead.				

Link to download videos

How do I get to the Modules?

Learn about practices to solve dilemmas in early childhood settings.

- Free resources including video clips, activities, and handouts designed for instructors and learners
- Focus on young children with disabilities in inclusive environments
- Help build practitioners' abilities to make evidence-based decisions
- Designed to be embedded into existing curricula, coursework and other professional development opportunities

Learner Modules >

Resource Library >

Instructor Community >

Help/FAQs >
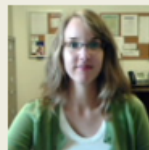
Click above for a 4-minute overview of CONNECT's evidence-based practice approach to professional development
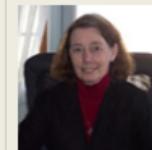
GET CONNECTED
CONNECT Module news and announcements for instructors from the monthly newsletter "Professional Development on Inclusion eNews" subscribe

"I really loved the quality of the resources available and was able to use the resources to support my teaching across many different topics and course sessions."

"The format was excellent! The video clips and following activities helped make the learning process very engaging for students."

"We used the 5-step learning cycle in the Module as our framework for an all-day workshop for early childhood practitioners. Inclusion is such a broad topic and being able to narrow it in this way was very helpful."
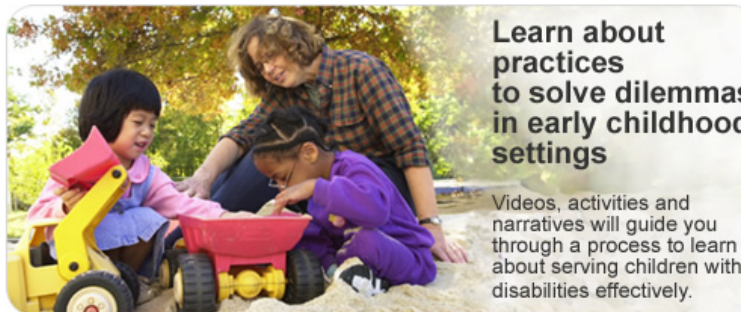
Log in   Register

You are here: → CONNECT Modules → Learners

Learner Modules

Learn about practices to solve dilemmas in early childhood settings

Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively.

Getting Started

New to CONNECT Modules? Consider the following links to get you started. Otherwise, feel free to jump ahead to the Modules using the Dashboard links below.

Quick Tour: Learner Modules Section
Take a quick video tour of the Learner Modules section

Help/FAQs
Reference guides and a list of frequently asked questions.

Resource Library
Looking for an individual resource such as a video, activity or handout? Looking for a glossary term. Try searching in the Resource Library.

Module Dashboards

Dashboards are homepages for each module. They contain links to all learner materials, including: activities, videos and audio clips.

Module 1: Embedded Interventions
Learn about the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Go to Module 1 >

Send this   Print this

Support Links
- Site Help/FAQs
- Contact Information

Sponsors and Web Policy
- CONNECT: The Center to Mobilize Early Childhood Knowledge
- Web Policy and Terms of Use

Partners
- FPG Child Development Institute, University of North Carolina
- Human Development Institute, University of Kentucky
- Beach Center on Disability, University of Kansas
- Office of Special Education Programs

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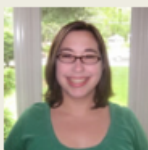
Learner Modules >

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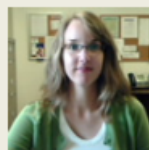
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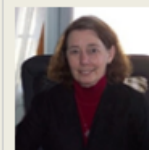
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Resource Library

Videos, activities and more...

This is the library of all CONNECT Module learner materials. Search for specific resources including activities, video, audio and handouts. For complete modules see the Learner Modules. For instructor materials see the Instructor Community.

Help/FAQs >

Browse Resources

- Activities
- Audio
- Handouts
- Videos
- Glossaries: Module 1

CONNECT: Foundations of Inclusion Birth to Five

Featured Resource

Search by type of resources

Guided Search

① Select Item type (required)	② Select Tags/Keywords (optional)
	Hold [Ctrl] key to select multiple items
☐ **Activity** ☐ **Audio** ☐ **Handout** ☐ **Video**	**********ACRONYMS********** IEP/IFSP PICO **********MODULE STEPS********** Dilemma Question Evidence
	○ **Match any** ○ **Match all**
	⁀ Search

Specific search option

Videos

Foundations of Inclusion Birth to Five

This short video provides an overview of inclusion legal and policy foundations and inclusion research, as well as a definition, the desired results and defining features of inclusion in early childhood. The video was produced by CONNECT: The Center to Mobilize Early Childhood Knowledge. CONNECT is working with the early childhood community to create a series of free, web-based, instructional resources for early childhood faculty, professional development providers and learners around the nation (running time: 11 min. 18 sec.).

Video 1.1: The teacher's viewpoint

Jackie, a teacher in a community-based childcare program shares a dilemma about including Luke, a 3 year old boy with developmental delays, in her classroom (running time: 1 min. 50 sec.).

Video 1.2: The family's viewpoint

Christine, the mother of Luke, a 3 year old boy with developmental delays shares her view on a dilemma to include her son in a childcare program (running time: 2 min. 20 sec.).

Video 1.3: Routine at home – playing peek-a-boo

A mother takes a normal everyday routine like changing a diaper and turns it into a learning opportunity by adding a game of peek-a-boo (running time: 1 min. 21 sec.).

Video 1.4: Routine at home – talking on the phone

A mother encourages social learning by giving her daughter an opportunity to speak to a relative on the phone (running time: 51 sec.).

Video 1.5: Routine in a program – enjoying mealtime

Jalisa, a toddler with multiple disabilities has joined a newly inclusive child care setting. A practitioner helps Jalisa get into her special chair, and provides assistance for Jalisa to use a spoon. Jalisa's team –Head Start practitioners, therapists, and the family – work together on planning and implementing embedded interventions (running time: 1 min. 42 sec.).

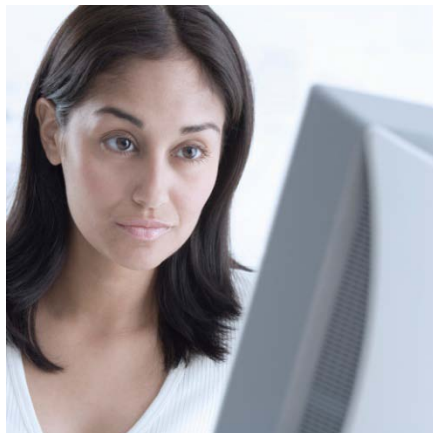### Video 1.6: Routine in a program – taking turns

A teacher facilitates a game of peek-a-boo between two boys with special needs. She embeds learning by encouraging communication with signs. She also supports turn-taking (running time: 1 min. 23 sec.).

Examples of how CONNECT Modules are being used

Face to face

Hybrid

Online

Q&A

Thank You from all of us at CONNECT

A partnership between:

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CONNECT MODULES

http://community.fpg.unc.edu/connect-modules

Contact us at : connect@unc.edu

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