

CONNECT Modules

WEBINAR

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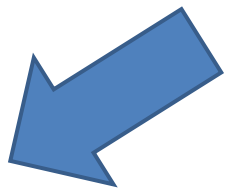
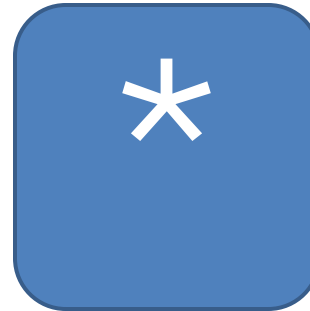


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Mute \ Un-Mute
Your Line



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



Beth Rous & Patti Singleton



Ann Turnbull



Dawn Ellis
Office of Special Education Programs



Goals of Our Session

LEARN ABOUT

CONNECT's
evidence-based
approach to
professional
development

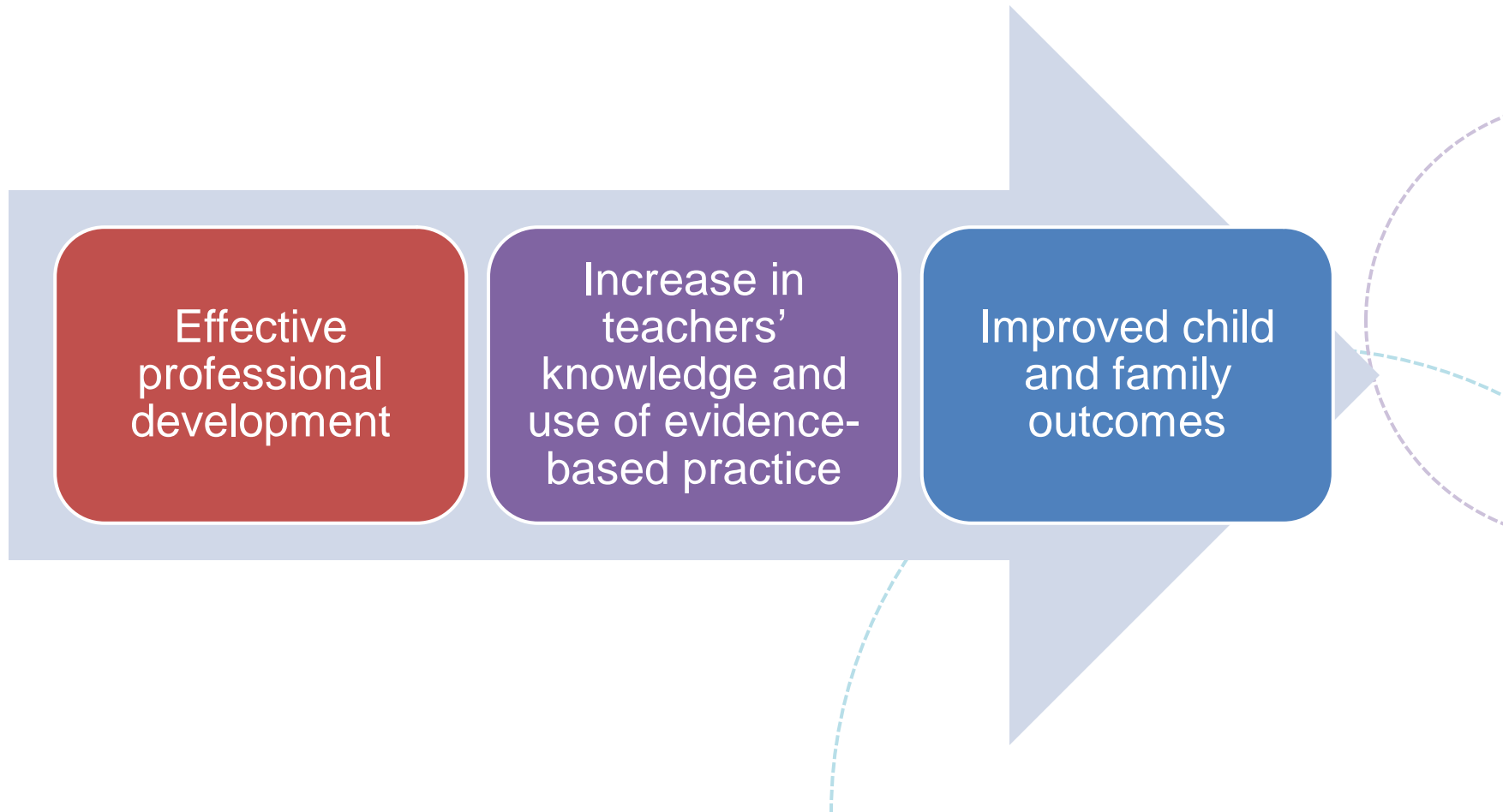
EXPLORE

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



Context: Increased focus on evidence-based practice

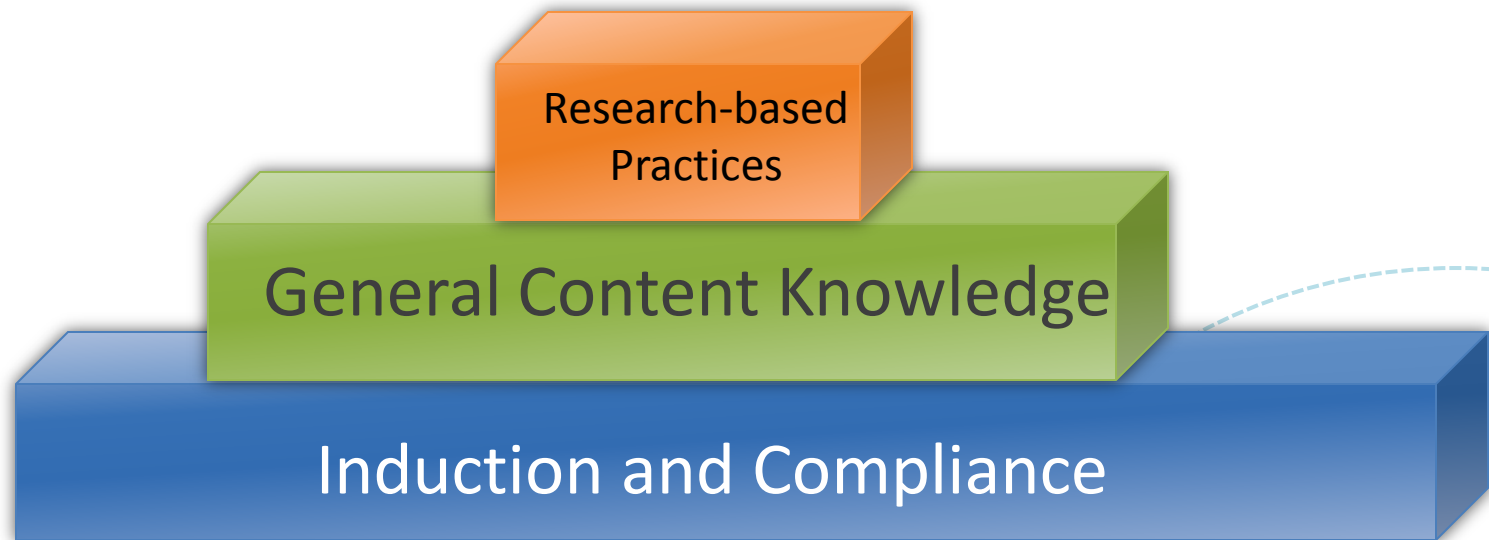


Practitioners
are expected
to use
evidence-
based practice



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**

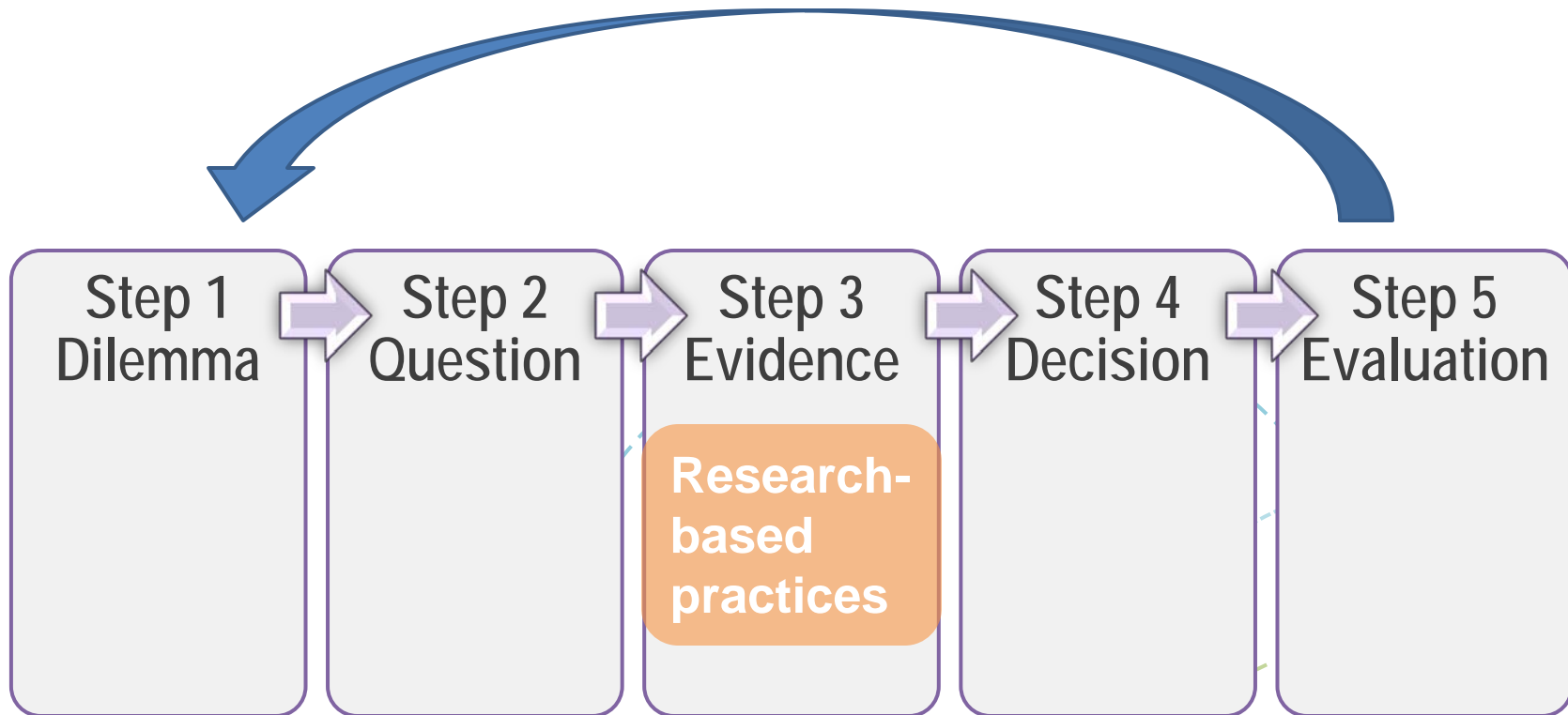


**Evidence-Based
Practice is.....**

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

Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006

An Approach for Incorporating EBP into PD



5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions

How CONNECT's approach aligns with teacher research

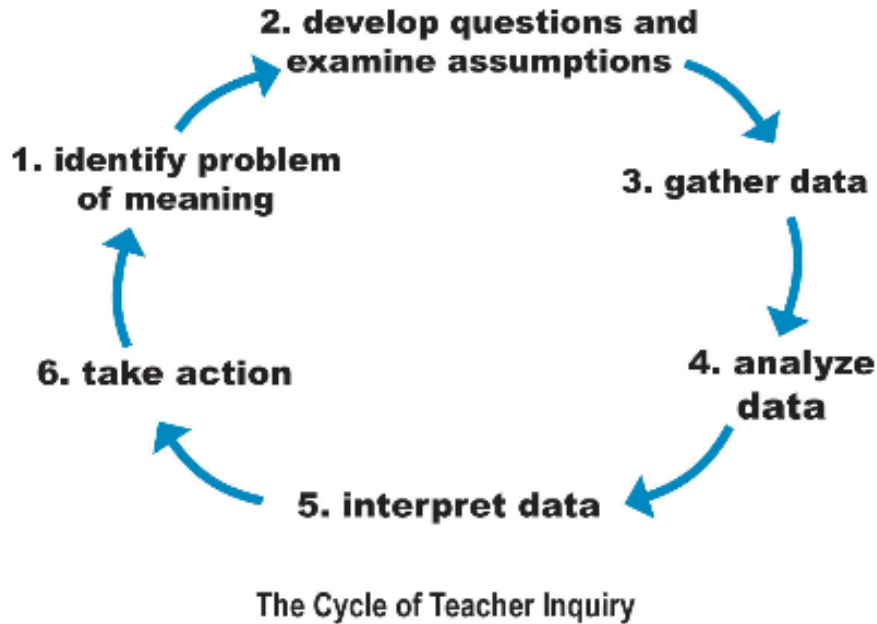
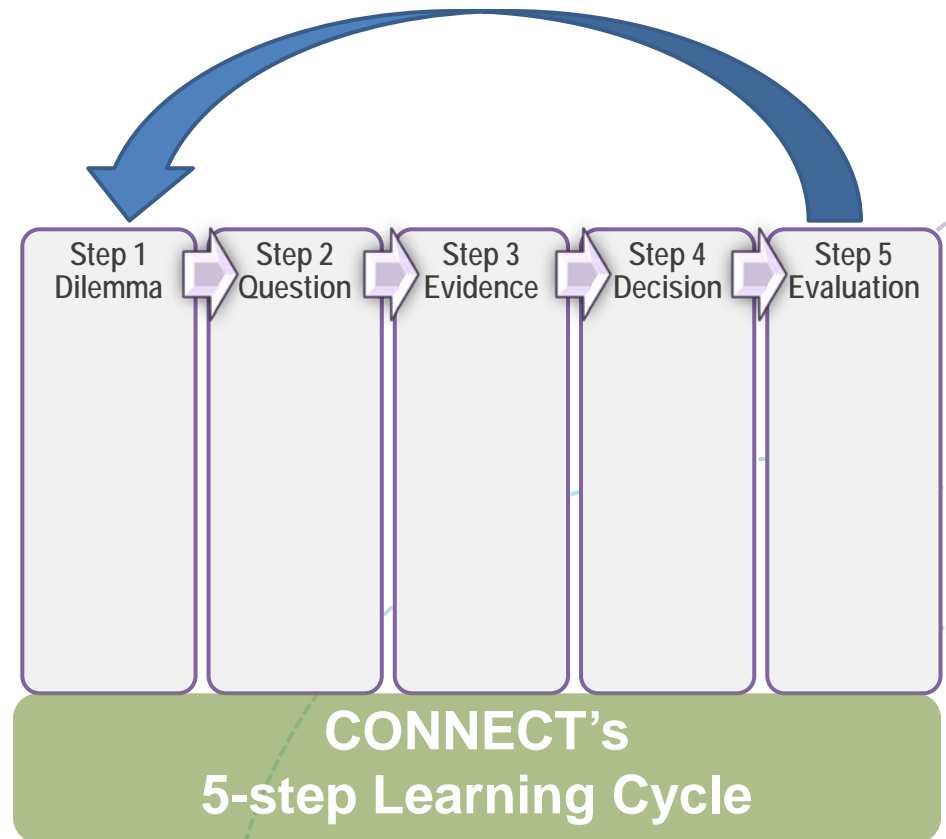
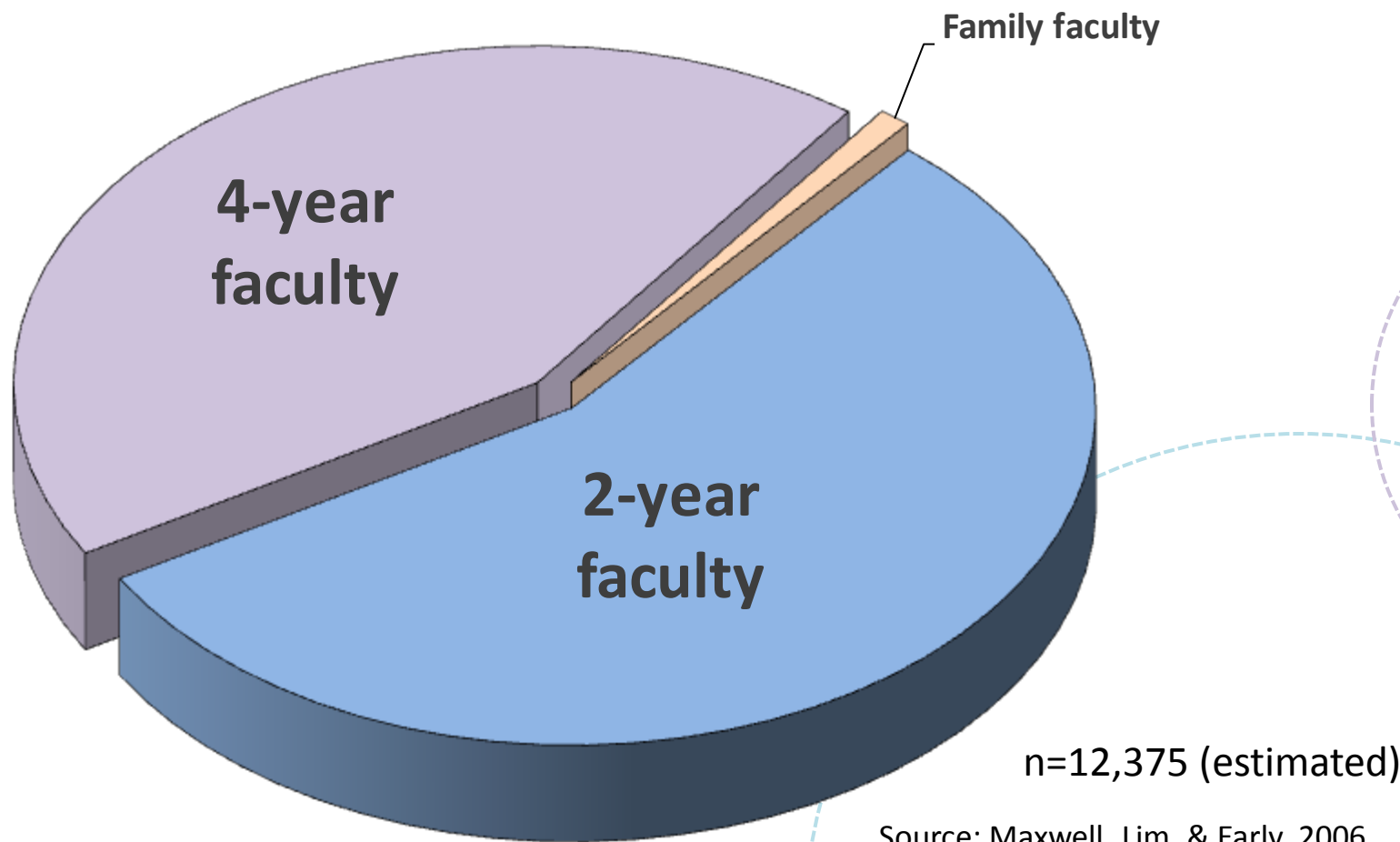


Image courtesy of Andrew J. Stremmel



Our Primary Target Audience



Secondary Audience

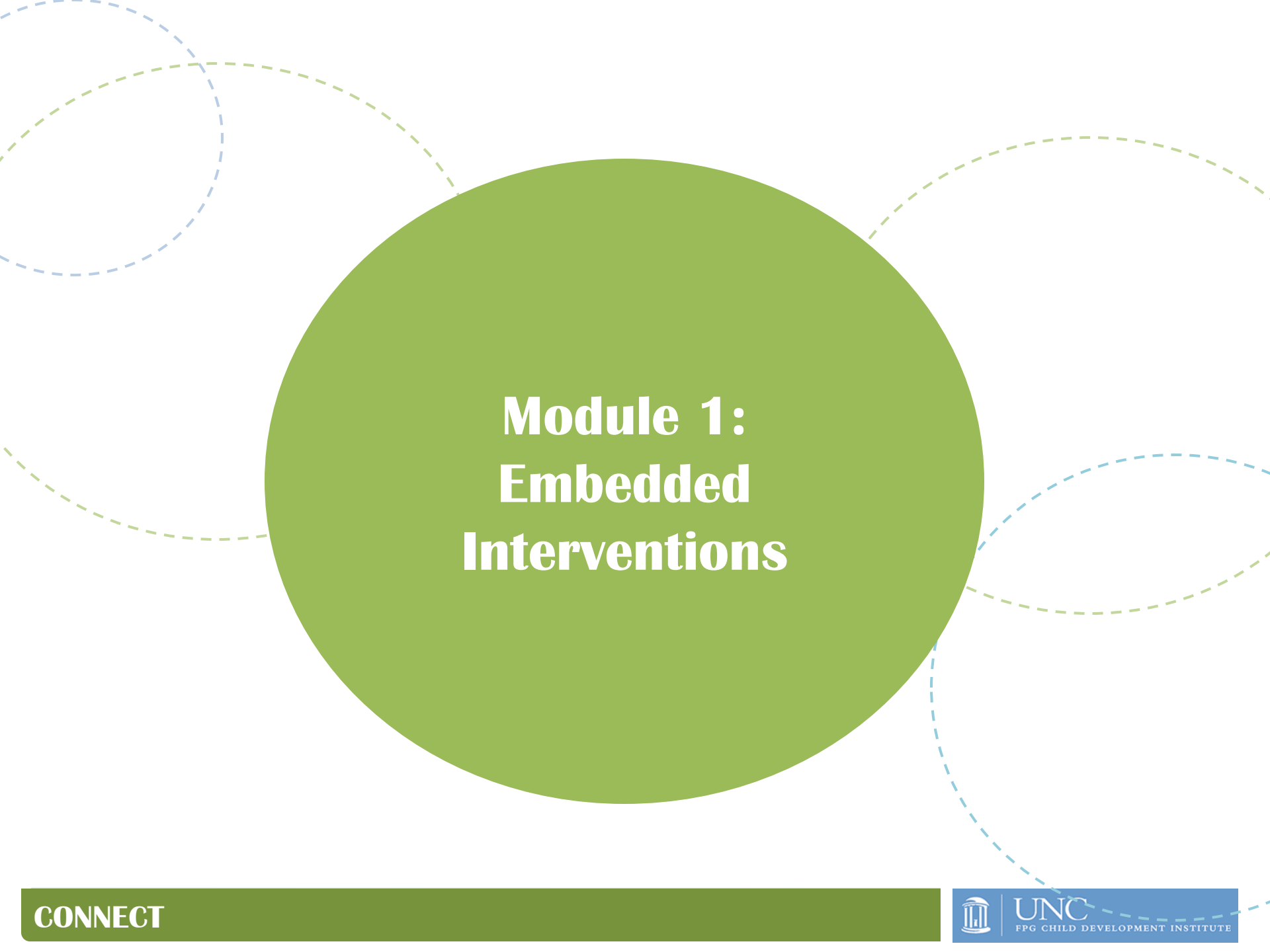
- Other PD providers who reach a variety of learners (e.g., consultants, supervisors, etc.)



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

Foundations of Inclusion Birth-Five



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

Early Childhood Inclusion

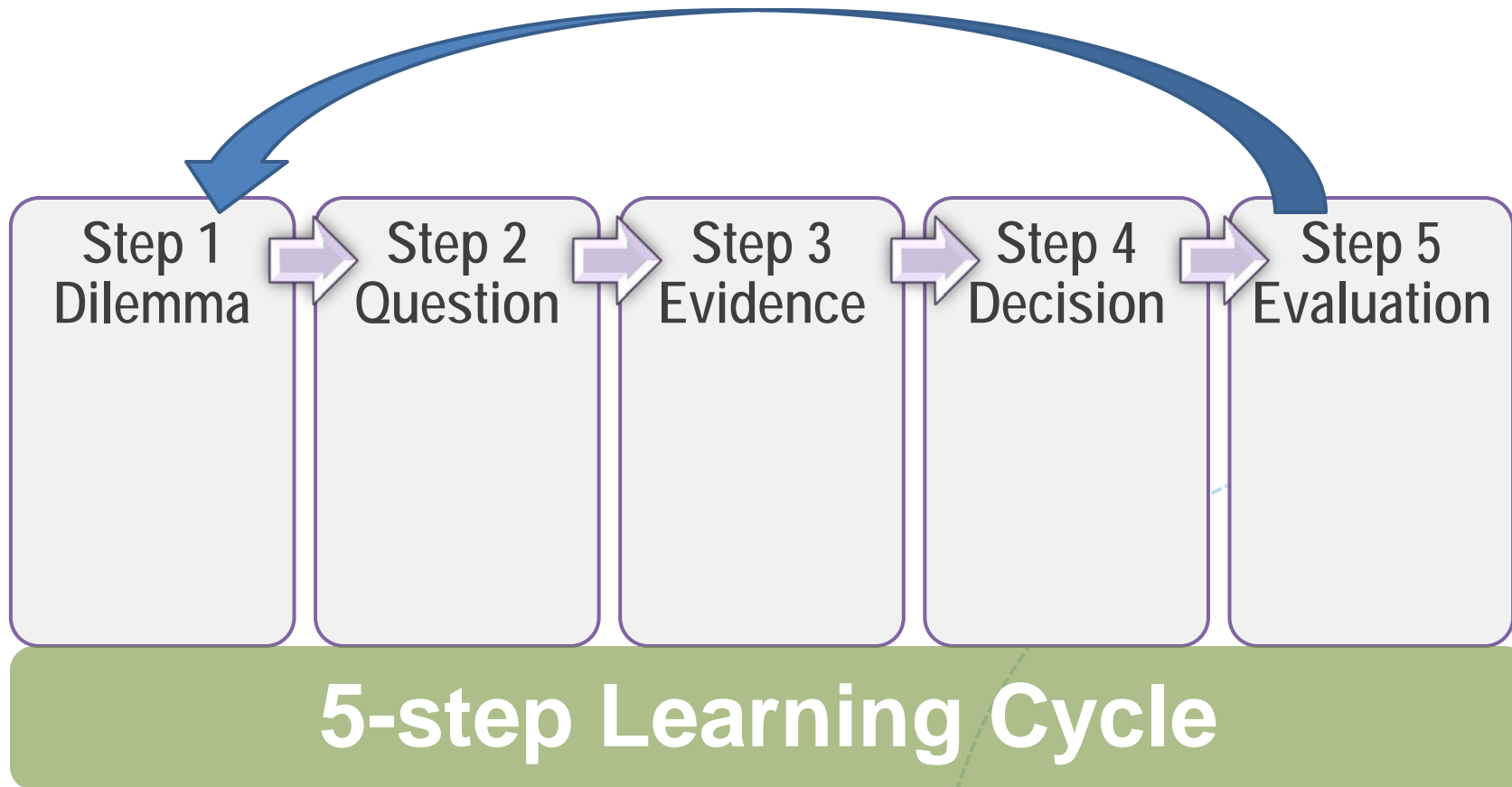
Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places—homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children born with disabilities and their families have come to be known as early childhood inclusion.¹ Legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered.² However, because inclusion takes many different forms and implementation is influenced by a wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position statement offers a lens for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.

 Division for Early Childhood of the Council for Exceptional Children
11 Fort Avenue North / Bethesda, MD 20814
Phone 410.543.1817 / Fax 410.543.1887
Email dec@cec-sped.org / www.cec-sped.org

 National Association for the Education of Young Children
1125 17th Street NW Suite 550 / Washington, DC 20036-4111
Phone 202.332.4777 / Toll-Free 800.424.6463 / Fax 202.332.4546
Email naeyc@naeyc.org / www.naeyc.org

CONNECT Modules



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

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

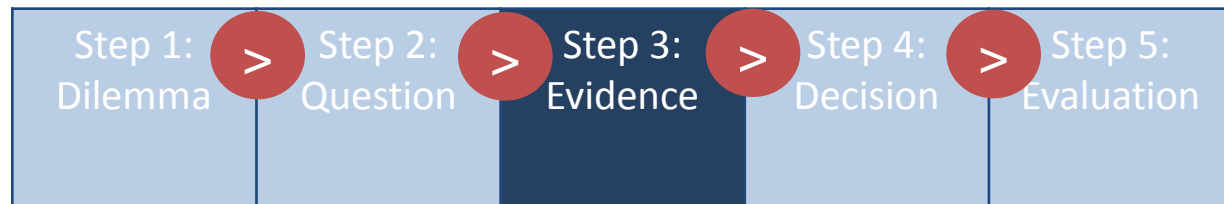


Step 5:
Evaluation

Step 3: General Evidence

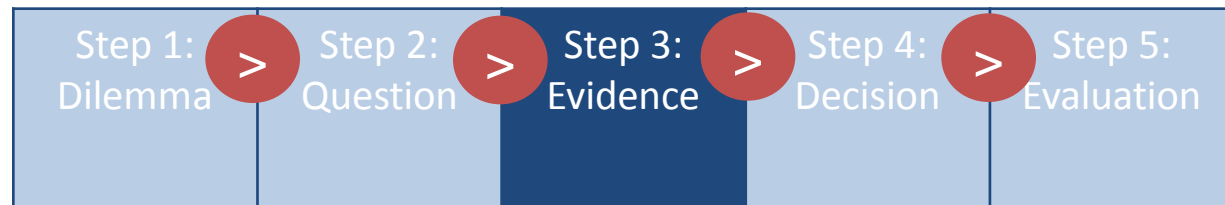


- Define & demonstrate practices
- Research
- Policies
- Experience-based knowledge



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.



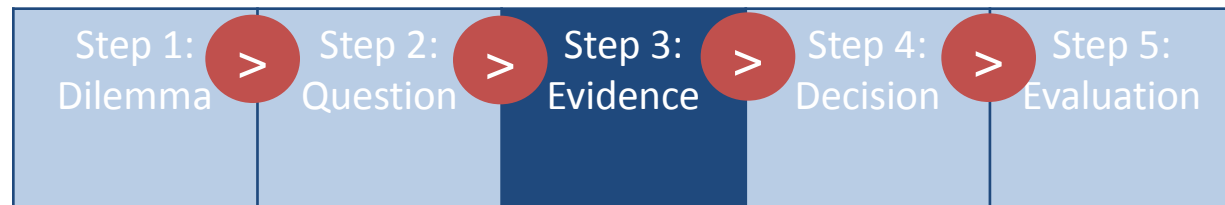
Examples of ways to implement embedded interventions

■ **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



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



UNC

FPG CHILD DEVELOPMENT INSTITUTE

Handout 1.1

Examples of Environmental Modifications

Handout 1.1
Page 1

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<http://community.fpg.unc.edu>

Handout 1.2

Examples of Peer Support

Handout 1.2
Page 1

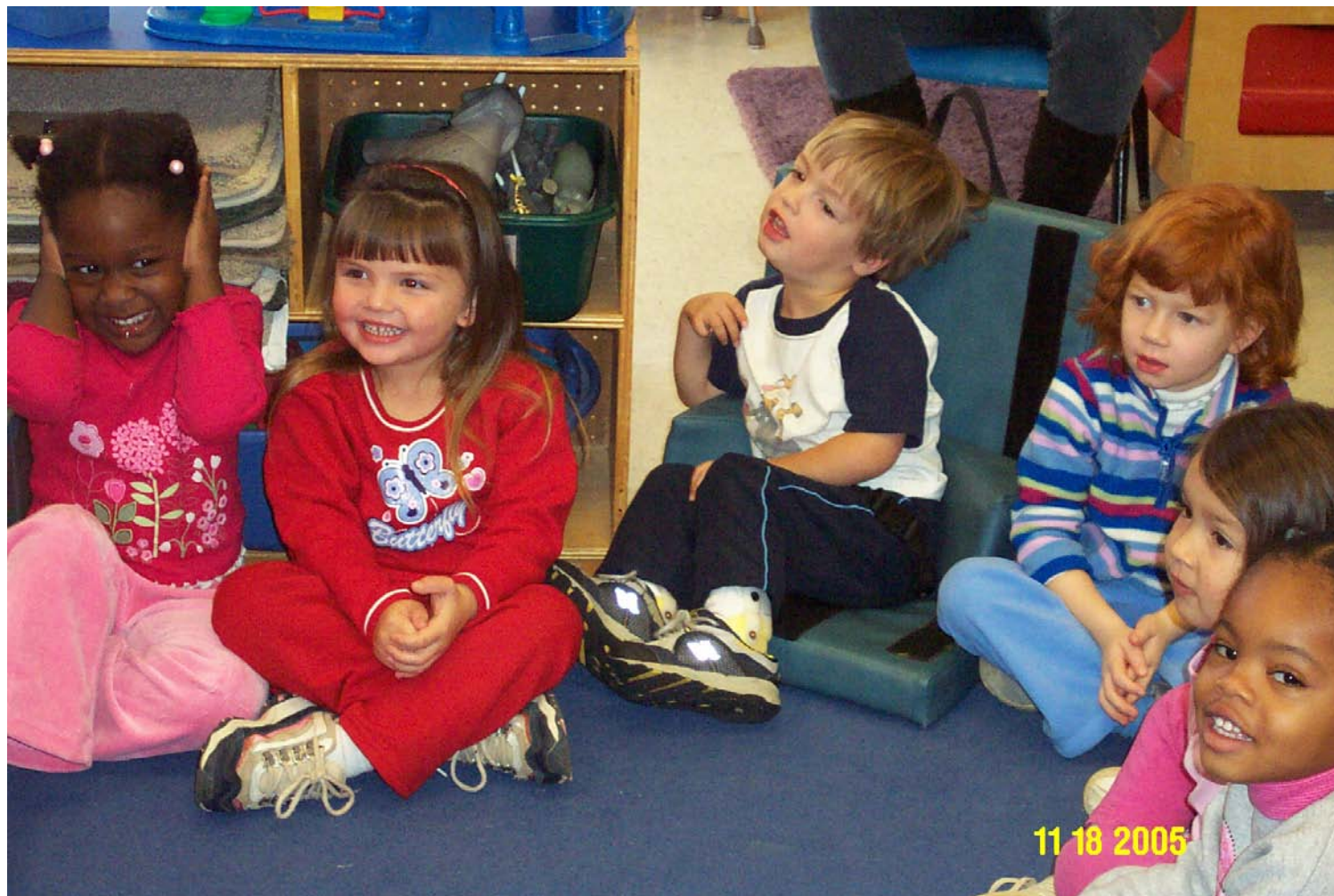
CONNECT—2009
<http://community.fpg.unc.edu/>



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.



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

Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence



Step 4:
Decision



Step 5:
Evaluation



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.

Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence



Step 4:
Decision



Step 5:
Evaluation



Jackie
Child Care Teacher



Policy Advisory The Law on Inclusive Education

INCLUSION

is the principle that supports the education of children with disabilities alongside their peers rather than separately. Both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Sec. 504) require schools and agencies to provide equal educational opportunities for children with disabilities. Ever since *Brown v. Board of Education* held that separate was not equal, inclusion has been a requirement to provide equal educational opportunities. But the primary source for the inclusion of individuals with disabilities is the Individuals with Disabilities Education Act or IDEA. IDEA not only supports equal educational opportunities, it specifically requires schools to support inclusion of children with disabilities through the least restrictive environment mandates. For preschool and school age children (ages 3-21), IDEA requires that children with disabilities be educated in the "least restrictive environment" (§1412(a)(5) and §1413(a)(1)). For toddlers (ages 0-3) with disabilities, IDEA promotes the use of "natural environments" for early services (§1432(4)(G)).

Federal law on inclusion in schools

is justified as part of equal opportunities; in enacting IDEA (and in other legislation) Congress has recognized the benefits of inclusion. Section 101 of IDEA states:

"The results of research and demonstration have demonstrated that the education of children with disabilities can be made more effective by... ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible."

In addition to the academic benefits of inclusion, courts have long recognized that there are non-academic benefits to inclusion that are important to the quality of life of children with disabilities—such as the opportunity to make friends and increase acceptance among their peers (*Daniel R.R. v. State Bd. of Educ.*, 1989; *Sacramento City Sch. Dist. v. Rachel H.*, 1994). Federal law thus recognizes and supports inclusion because of the developmental,

educational, and social benefits that inclusion provides to children with disabilities.

How does federal law define inclusion and what does it involve?

Inclusion is not specifically defined in federal law, but is supported through the least restrictive and natural environment. Together these requirements involve three areas: placement of the child with children who do not have disabilities, access to the standard educational or developmental curriculum, and participation in typical non-academic activities.

The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) have developed a joint position statement on early childhood inclusion. For more information on that definition and specifics on access, participation and supports for inclusion, visit <http://community.fpg.unc.edu>



Rud Turnbull
Director of Beach Center on Disability

CONNECT - 2009
<http://community.fpg.unc.edu/>



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

"I have 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 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

(EM = Environmental modification)

Daily Schedule	Embedded Interventions Addressing Goal #1	Addressing Goal #2
Arrival/Free Choice Play		Speech therapist engages peers to sing with gestures familiar songs with Luke (i.e., Itsy Bitsy Spider, Twinkle, Twinkle, etc. (PS)
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.

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.

Handout 1.14

Observation Form

Child: Luke

Goal

Communication - Luke will use any means to communicate across a range of communication functions (requesting objects, actions and information, commenting, getting attention, acknowledging)

Date: _____

Measurable Objectives

1. Luke will initiate interaction with familiar adults for requests and showing (commenting) using sounds, gestures and actions and his SpringBoard at least 3 times in each of 5 daily routines.
2. Luke will consistently acknowledge initiations by others with any communicative means (7 of ten times when his attention to the speaker is already established).
3. Luke will use his SpringBoard to engage in 3 conversational reciprocal turns (at least 3 times in each of 5 daily routines).
4. Luke will link 2 words through gesture, sign and SpringBoard to request and comment (at least 5 times in each of 5 daily routines).
5. Luke will use any communicative means to comment (3 times in each of 5 daily routines).

Objective	1 initiate	2 acknowledge	3 reciprocal	4 2 words	5 comment
Mealtime	I				
Free Play		II			
Circle					
Playground		III			
Notes	Today I observed and talked during Breakfast and Circle Time. Luke was in his usual good mood.				
	Luke is still getting used to the classroom and the new adults and struggles to initiate.				
	Luke will generally acknowledge adult interaction but rarely with a peer.				
	Luke did use two reciprocal turns during breakfast several times.				
	Luke was able to request milk on his device "I please."				
	Luke struggled to remain engaged in Circle Time today. I will observe another day.				

CONNECT - 2009
<http://community.fpg.unc.edu/>

Page 1

Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence



Step 4:
Decision



Step 5:
Evaluation

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

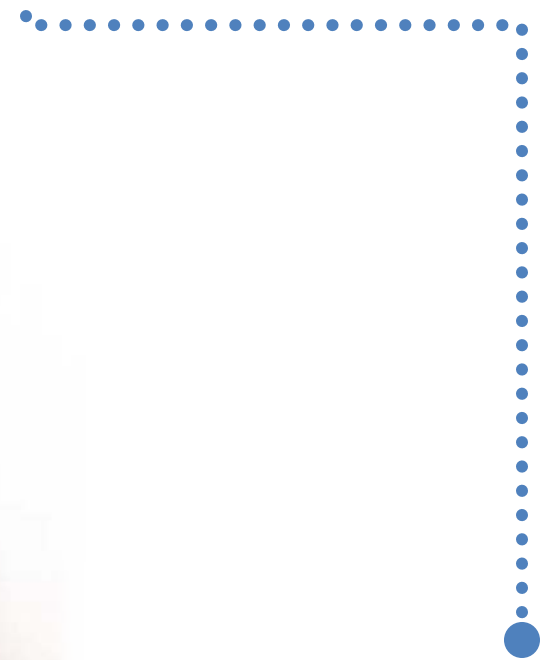


Comments from Lisa Stein, Faculty at Atlantic Cape Community College and ACCESS board member

Q & A

Upcoming modules

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



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



CONNECT Modules



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

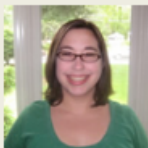
Learn about practices to solve dilemmas in early childhood settings.

- 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

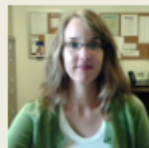
[Learner Modules >](#)[Resource Library >](#)[Instructor Community >](#)[Help/FAQs >](#)

GET CONNECTED

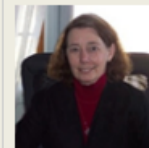
CONNECT Module news and announcements for instructors from the monthly newsletter "Professional Development on Inclusion eNews" [subscribe](#)



"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."

Video: About CONNECT Modules



CONNECT Modules



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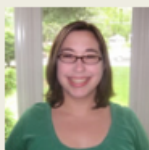
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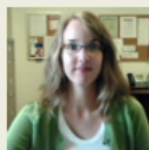
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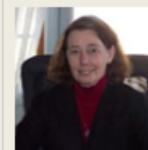
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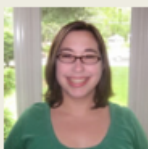
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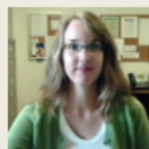
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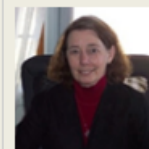
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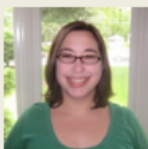
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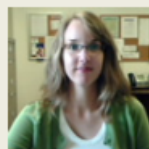
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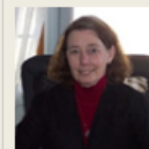
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Instructor Community

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](#)"

GET CONNECTED

CONNECT Module news and announcements for instructors [subscribe](#)

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](#)

[\[view all discussions\]](#)

Additional Instructor Resources

[Learner Modules Section](#) | [Resource Library Section](#)

FPG Snapshot: **Evidence Based Practice**

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.

[Overview of CONNECT Module Development, Design, Evaluation and Implementation \(pdf\)](#)

A document for professional development curricula designers wanting to know more on how the CONNECT Modules were developed.

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 >](#)

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Share your ideas,
challenges and
approaches

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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.

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[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](#)

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Learner Version

[Table of Contents](#)

**Printable Table of Contents
for Module 1**

[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
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▣ [Description](#)

▣ [Description](#)

▣ [Description](#)

▣ [Description](#)

▣ [Description](#)

Resources

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

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Resource Lists



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Activities Videos Intro: Foundations of Inclusion Facilitation Tips 1.1: The teacher's viewpoint 1.2: The family's viewpoint	Activities	Activities Audio Handouts Videos	Activities Audio Handouts Videos	Handouts Videos

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Link to download videos

How do I get to the Modules?



CONNECT Modules



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

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 >](#)

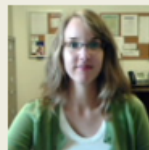
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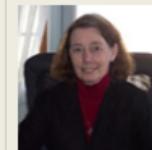
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"I really loved the quality of the resources available and was able to use the resources to support my teaching across many different topics and course sessions."



"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."

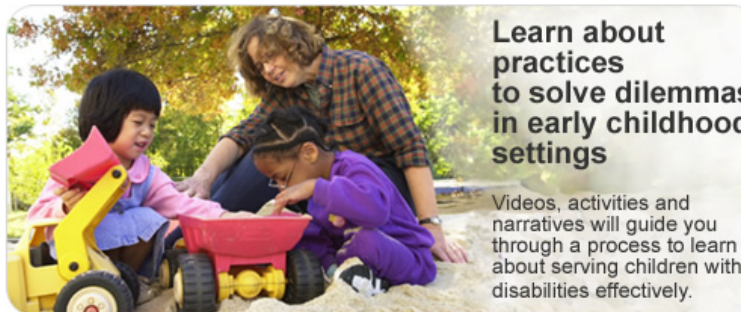


For more info, see “Quick Tour: Learner Modules”

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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

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- [Contact Information](#)

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- [Web Policy and Terms of Use](#)

Partners

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- [Beach Center on Disability, University of Kansas](#)
- [Office of Special Education Programs](#)



CONNECT Modules



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

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[Learner Modules >](#)

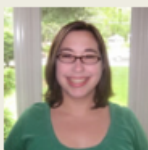
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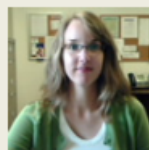
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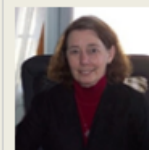
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Resource Library

Videos, activities and more...

[Help/FAQs >](#)

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](#).

Browse Resources

- [Activities](#)
- [Audio](#)
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- Glossaries: [Module 1](#)

Featured Resource

CONNECT: Foundations of Inclusion Birth to Five



Search by type of resources

Guided Search

1

Select Item type (required)

- ☐ Activity
- ☐ Audio
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2

Select Tags/Keywords (optional)

Hold [Ctrl] key to select multiple items

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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

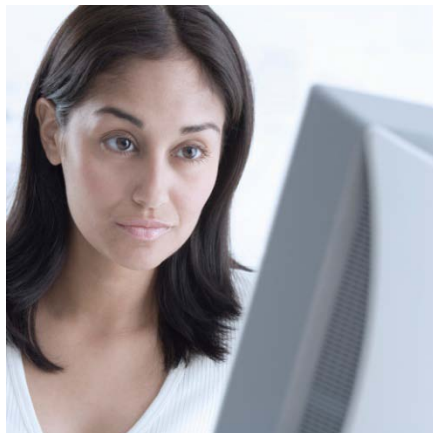
A teacher facilitates a game of peek-a-boo between two boys with special needs. She embeds learning by encouraging communication with signs. She also supports turn-taking (running time: 1 min. 23 sec.).

Examples of how CONNECT Modules are being used



Face to face

Hybrid



Online



Q&A

Thank You from all of us at CONNECT



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