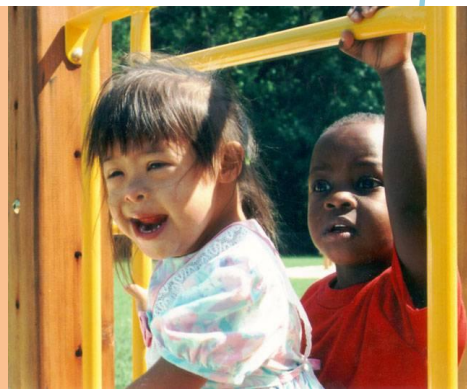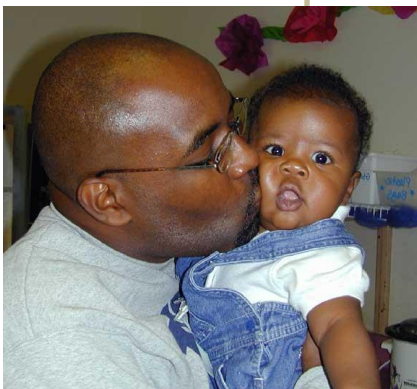# CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

ACCESS Meeting June 2010

Presenters: Pam Winton & Lisa Stein

Ann Turnbull

Beach Center on Disability
Making a Significant & Sustainable Difference in Quality of Life

KU THE UNIVERSITY OF KANSAS

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

UNC FPG CHILD DEVELOPMENT INSTITUTE

Beth Rous & Patti Singleton

HDI HumanDevelopment institute
UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES

UNIVERSITY OF KENTUCKY

Dawn Ellis
Office of Special Education Programs

IDEAs that Work

An EBP Approach to Professional Development

Focus on young children with disabilities in inclusive environments

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

For faculty and PD providers

CONNECT Modules

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

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Goals of Today's Session

LEARN ABOUT CONNECT's evidence-based approach to professional development
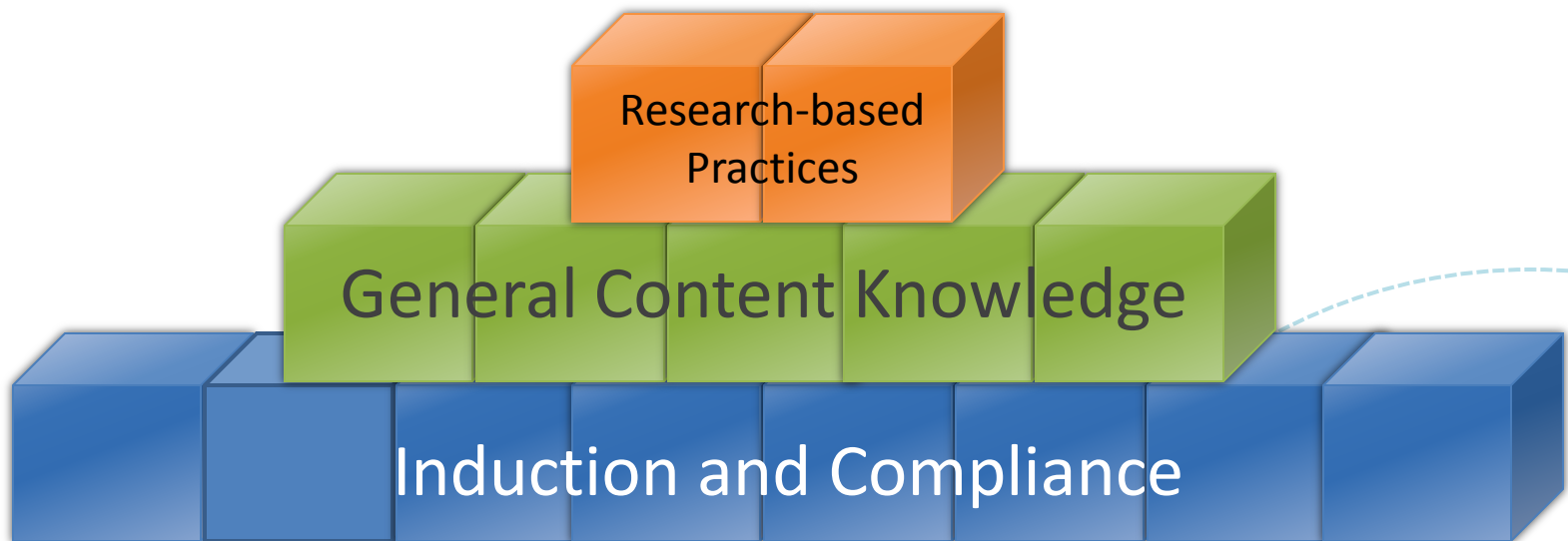
EXPLORE our free, online module and resources

DISCUSS ways of using the modules and the supports you need to use them

CONNECT's EBP Approach to Professional Development

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: Practice-focused approach
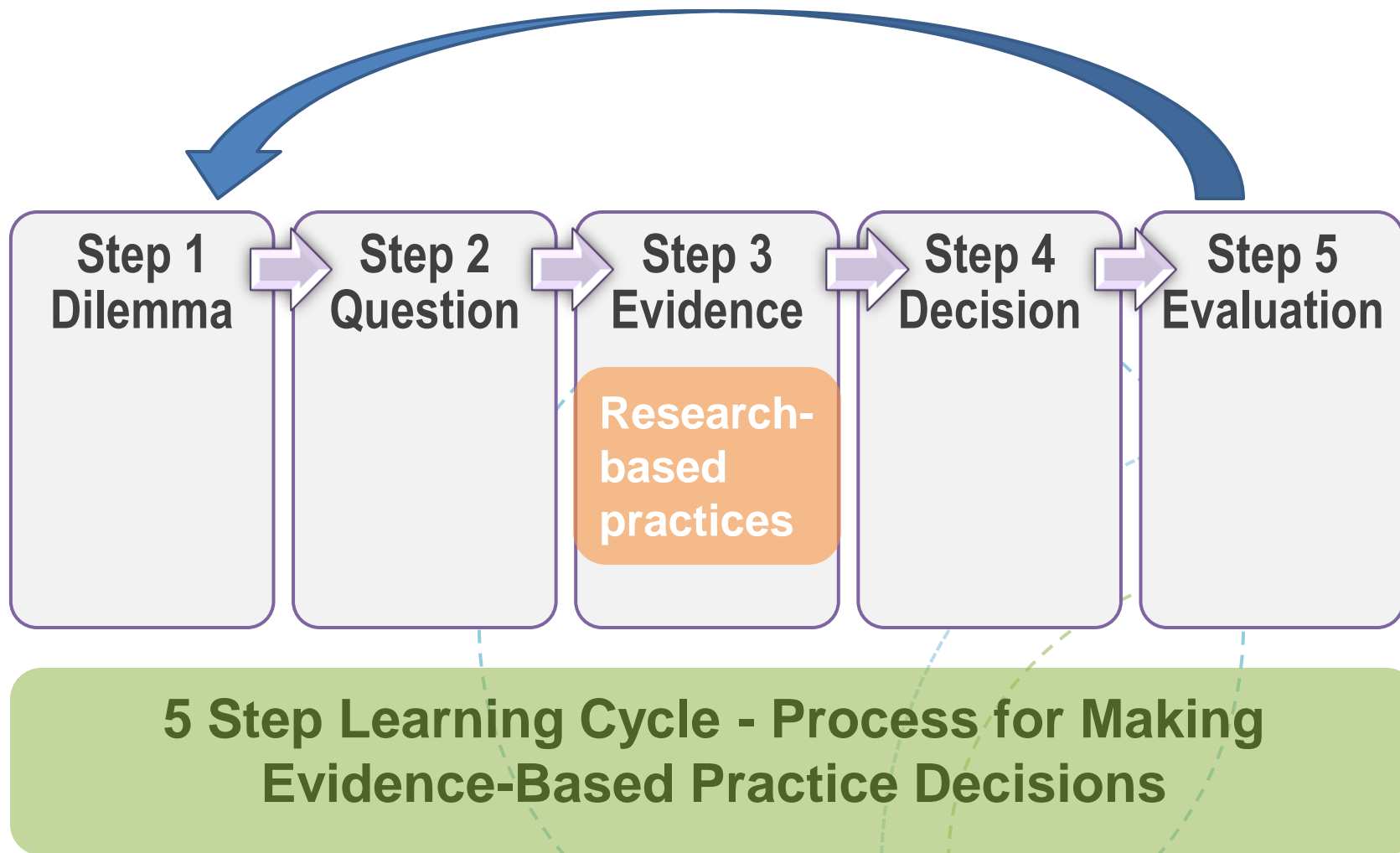

Research-Based Practices

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

CONNECT Modules Design

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

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Defining the dilemma…

Students struggled with turning the dilemma into a answerable question. We worked on this together and the exercise helped the students to define the issue.

Instructors' Support

- Instructor Guide
- Tech Support
- Webinar
- Online Community

Posted by **Melanie**

Hi,

I am planning on embedding Module 1 into 2 courses this Spring. This first is a "ground" Intro to ECE course, in which I plan on embedding the module across the course. The second is an online course, the Exceptional Child, in which I plan on embedding Module 1 as a capstone. I am very excited to jump in, and am looking forward to having the opportunity to embed the module in both the ground and online course concurrently. Am very glad to have to chance to share ideas and learn from what other people are doing.

Reply Remove

Posed the idea about using the module as a capstone.

CONNECT plans

Posted by **Joyce**

How do you plan to implement the capstone activity? Will it be a one week assignment? Will you have the students log into the site and work through it individually?

I'm very interested in using it as a module (one week assignment) near the end of the semester in my Young Children with Special Needs online course. I'm just not sure how the students will do going through it independently.

Reply Remove

Aroused curiosity and interest of another faculty.
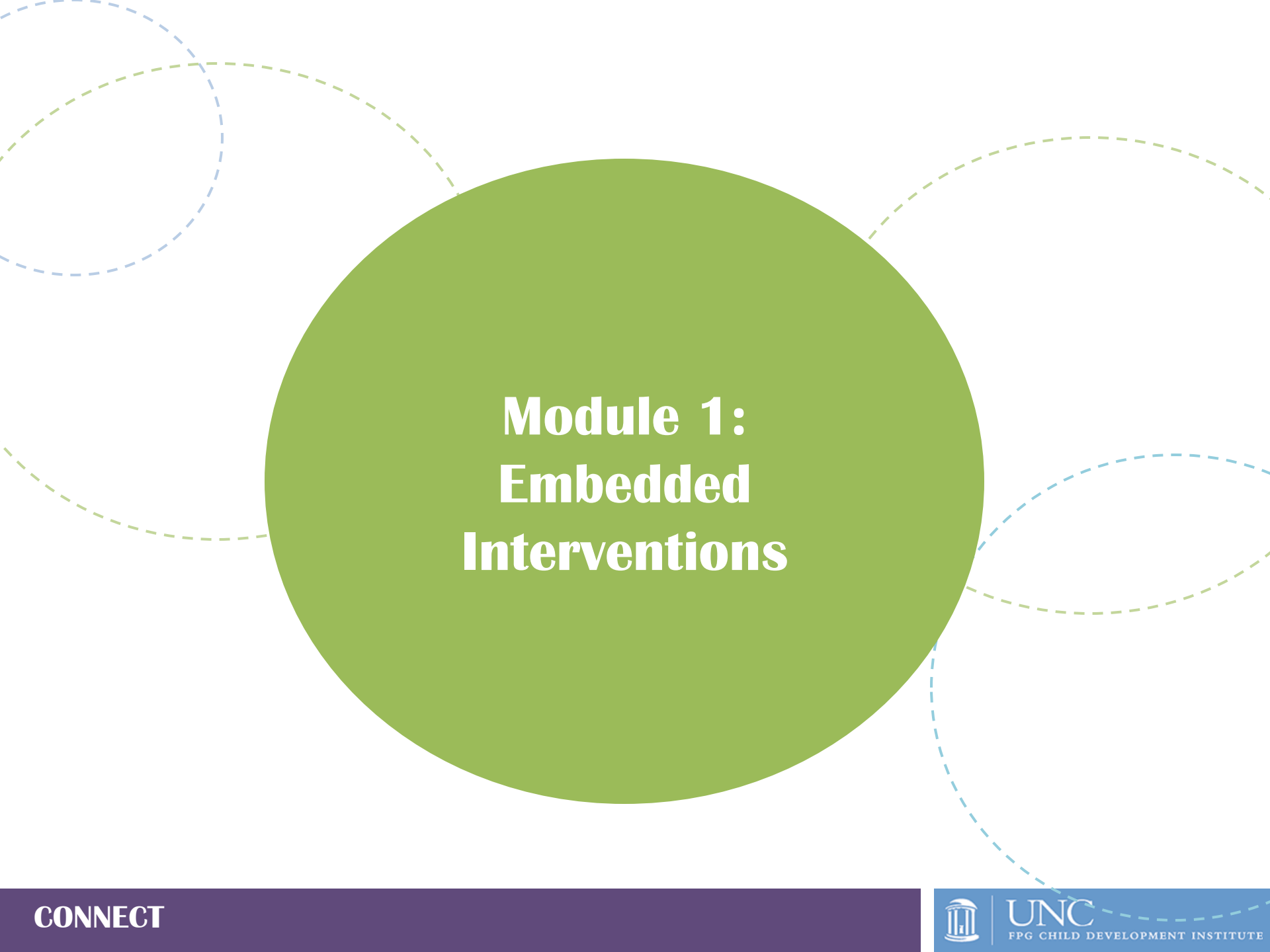
CONNECT plans

Posted by **Melanie**

Hi,

Once I sat down and worked it through, I abandoned the capstone and am having them go through each step separately (online Exceptional Child class). They just finished Step One--filling out the PDF file and a week's discussion question on it--very rich

Shared back about implementation strategies.

Input into face to face class

1. Introduction to laws
2. Personal case studies
3. Hands on and interactive involvement with real situations
4. Demonstrated the idea of embedded instruction
5. Understanding research based instruction

Module 1: Embedded Interventions

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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

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Step 2: Question

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

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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

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Step 3: General Evidence

- Research

- Policies

- Experience-based knowledge

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

Jackie
Child Care Teacher

Rud Turnbull
Director of Beach Center on Disability

Definition of the Practice

Embedded interventions are specially designed practices that are used to promote children's engagement, learning, and independence in everyday activities, routines, and transitions in the classroom, home, and community.
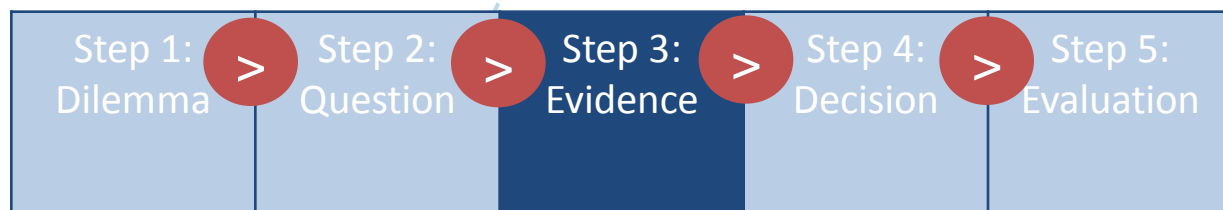
| Step 1: Dilemma | > | Step 2: Question | > | Step 3: Evidence | > | Step 4: Decision | > | Step 5: Evaluation |

Examples of embedded intervention

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

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Examples of embedded intervention

| 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

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(EM = Environmental modification, PS = Peer support)

Daily Schedule	Embedded Interventions Addressing Goal #1	Embedded Interventions 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)	

Handout 1.12

Child Activi

Child:

Learning Go
1.
2.

Daily Schedule

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

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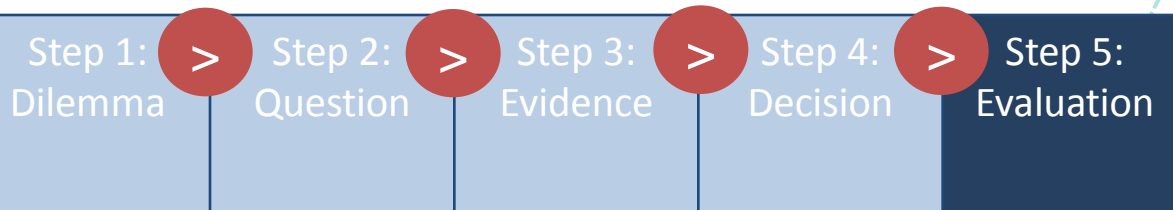
Step 5: Evaluation

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 |

Observation Form

Date: _____

Child: <u>Luke</u>

Goal

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

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 reciprocate	4 2 words	5 comment
Mealtime	I	IIII II		II	II
Free Play					
Circle		III			
Playground					
Notes Today I observed and tallied during Breakfast and Circle Time. Luke was in his usual good mood.	Luke is still getting used to the classroom environment 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 want more milk please."	Luke struggled to remain engaged in Circle Time today. I will observe another day.

Module 1 Resources

- 21 video clips

- 5 audio clips

- 14 handouts

- 14 activities

- 14 alternate activities

- 28 instructors' activity guides

Using CONNECT modules

Pilot Participants
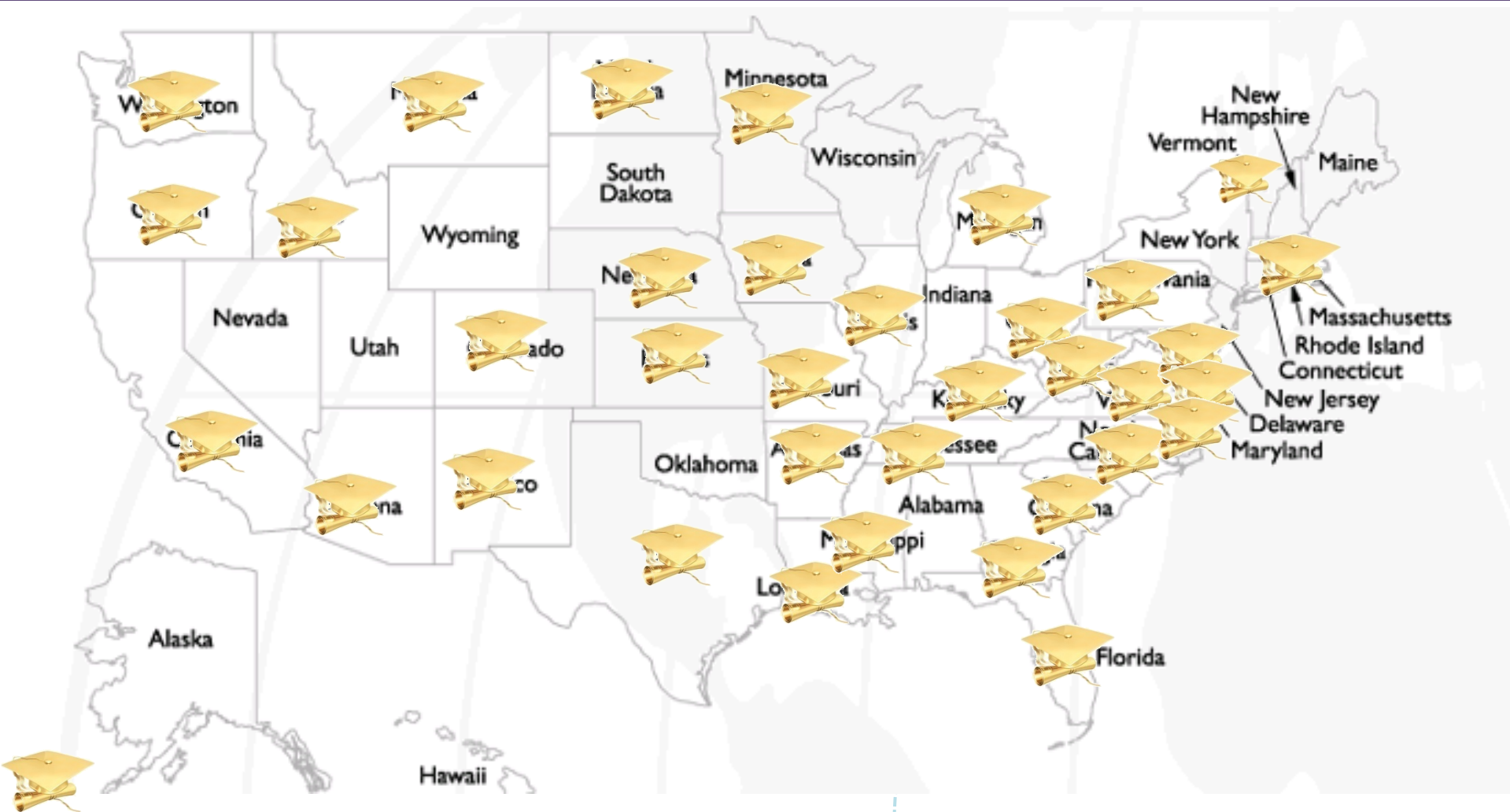
Examples of how CONNECT Modules are being used

- Send learners to the website

- Download resources in advance to use in PD opportunities

- Display website 'live'
(using an internet connection)

Young Children with Special Needs

Internship Course

Early Childhood Special Education

Assessment of Young Children with Disabilities

Early Childhood Curriculum

The Exceptional Child

Transition

Inclusion in Early Childhood Programs

Early Intervention

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Examples of how modules are being used: Pre-service and graduate contexts

2 year faculty
Used module in two types of courses (online and face to face) and compared student reactions

4 year faculty
Used in internship seminar

Graduate faculty
Used in doctoral seminar on professional development to teach about how to teach EBP

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- **Communication Practices to Build Collaboration with Families and other Professionals**
- **Transition Practices**

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Template

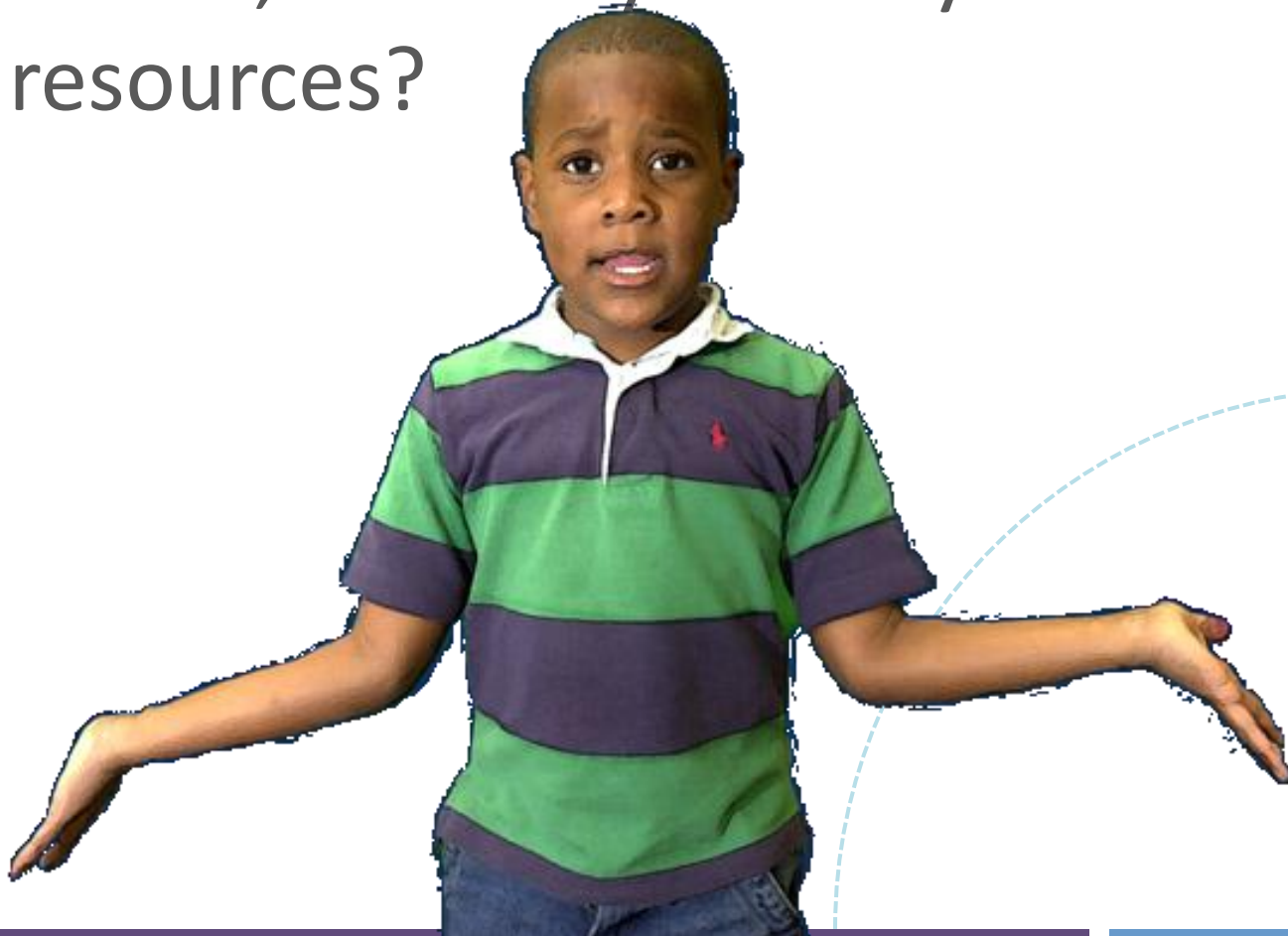**In Development**

Learn more about CONNECT's evidence-based approach to PD

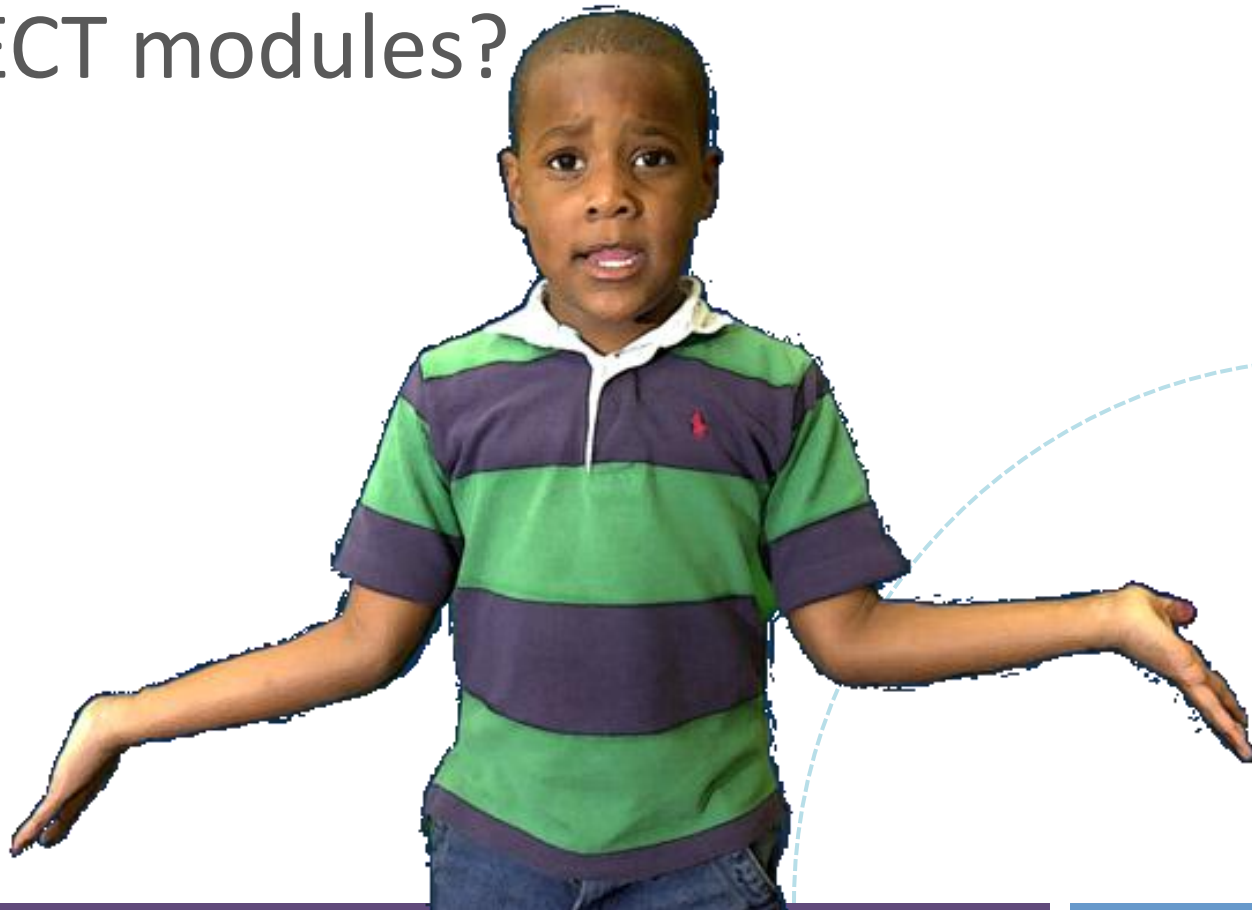Now available:
http://community.fpg.unc.edu/connect

Group Discussion

In your roles, how do you see yourself using these resources?

Group Discussion

What other supports do you need to use CONNECT modules?

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Thank You