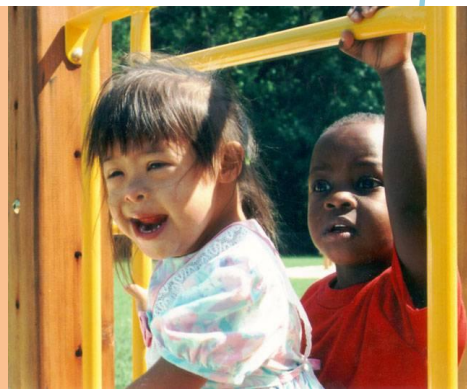
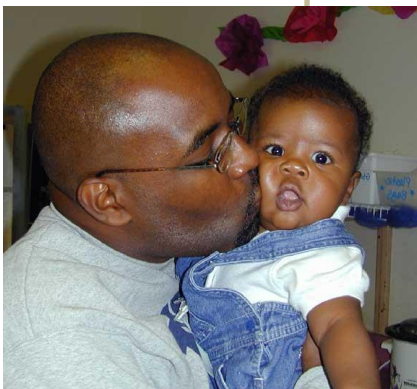




# CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

## ACCESS Meeting June 2010



Presenters: Pam Winton & Lisa Stein



Ann Turnbull

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

**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



# 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>



# Goals of Today's Session

## **LEARN ABOUT**

CONNECT's  
evidence-based  
approach to  
professional  
development

## **EXPLORE**

our free, online  
module and  
resources

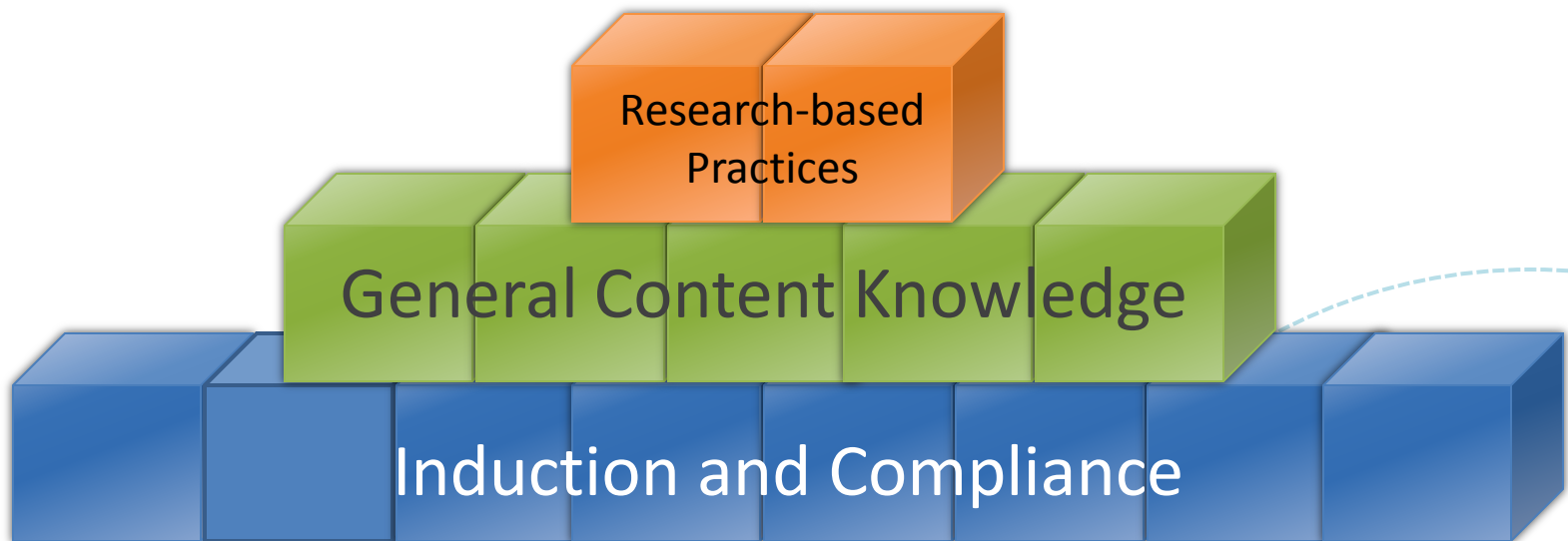
## **DISCUSS**

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





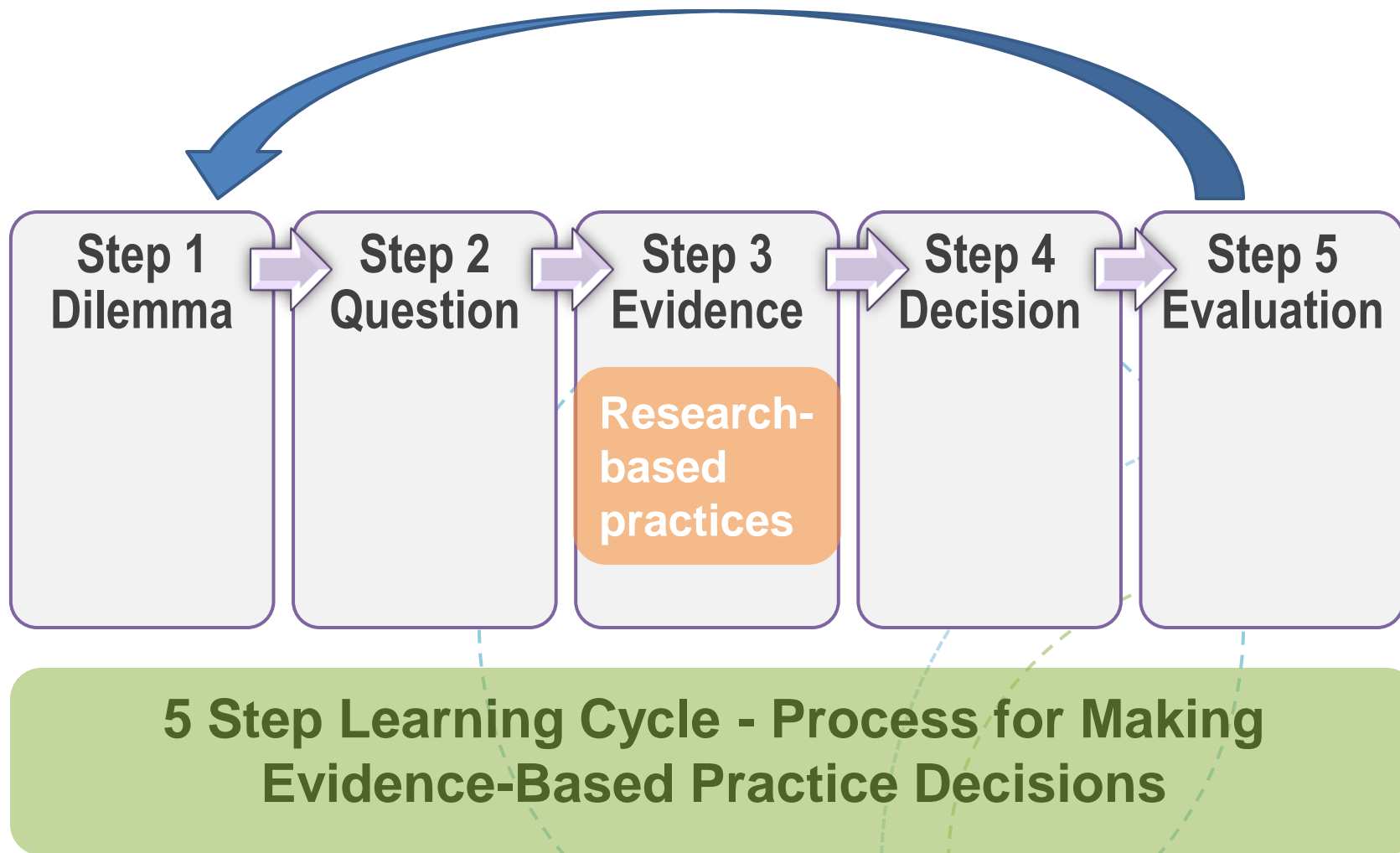
Evidence-Based  
Practice is.....

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

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



# CONNECT Modules Design



# 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 a 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,

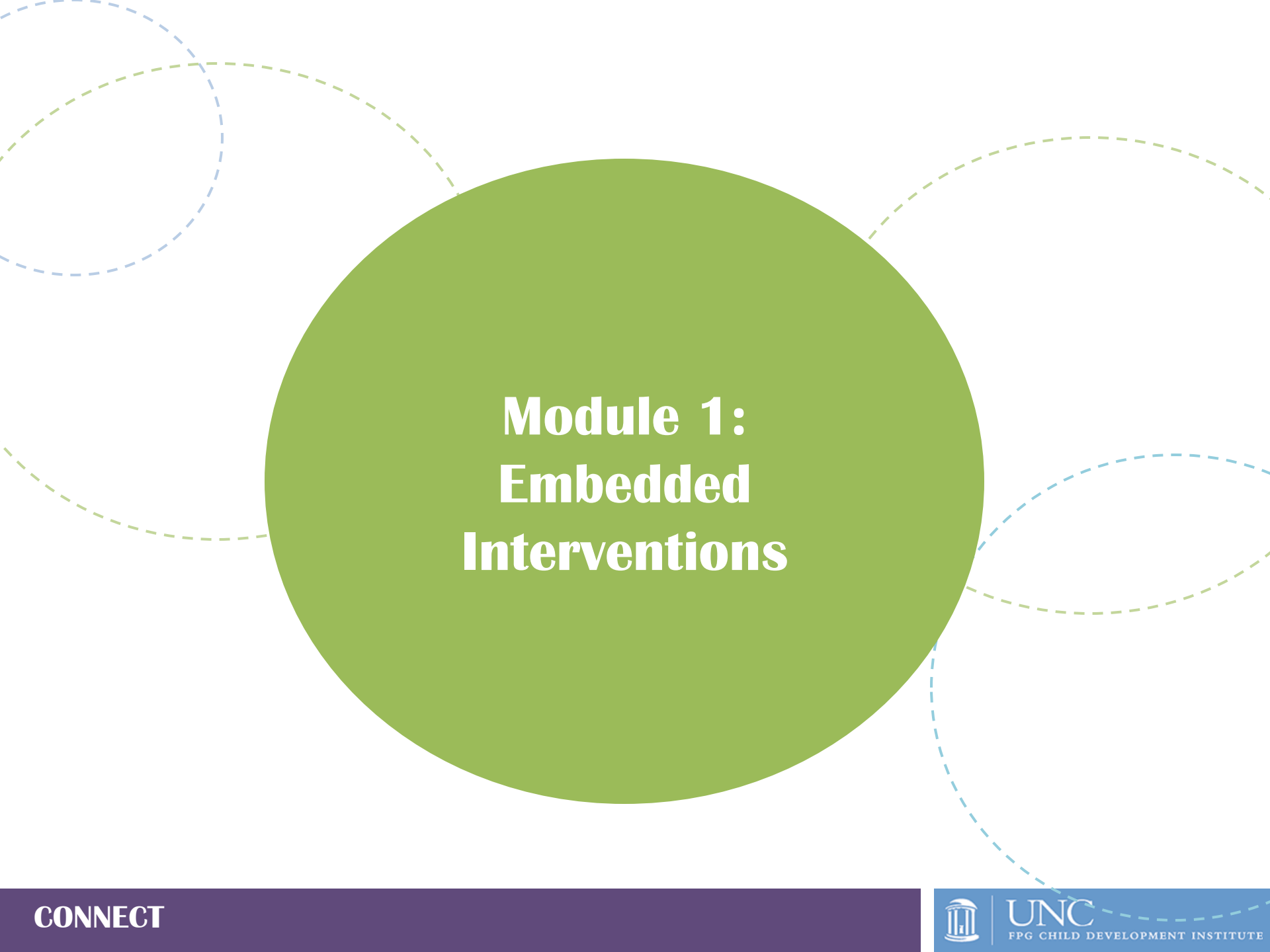
Once I sat down and worked it through, I abandoned the capstone and am having them go through each step separately (online Exceptional Child class). They just finished Step One--filling out the PDF file and a week's discussion question on it--very rich

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**



# 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



Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation

photo credit:  
<http://www.flickr.com/photos/seandreilinger/>

# 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



- Research
- Policies
- Experience-based knowledge

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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

**CONCLUSION** 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 children 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 and natural 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 what does it say?

Justified as part of equal opportunities, in enacting IDEA (and in revision of the law) Congress has provided benefits of inclusion. Section 1412(a)(5) states:

"...as 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

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

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 the law, but is supported through the least restrictive and natural environment. Together these requirements support inclusion in 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.

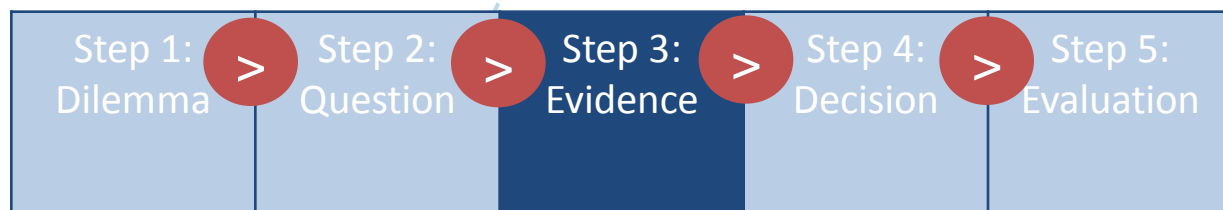
The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) have developed a joint position statement on early childhood inclusion. For more information on that definition and specifics on access, participation and supports for inclusion, visit <http://community.fpg.unc.edu/>



Rud Turnbull  
Director of Beach Center on  
Disability

# 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.





# Examples of embedded intervention



Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



UNC

FPG CHILD DEVELOPMENT INSTITUTE

# Examples of embedded intervention



Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



UNC

FPG CHILD DEVELOPMENT INSTITUTE

# 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

Handout 1.12

Child Activity

Child: \_\_\_\_\_

Learning Goal  
1. \_\_\_\_\_  
2. \_\_\_\_\_

Daily  
Schedule

(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)	

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



Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



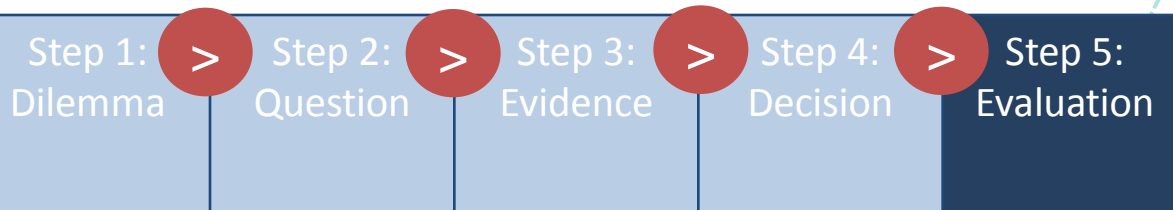
Step 5:  
Evaluation

# Step 5: Evaluation

Determine if the intervention was implemented?

Determine if the intervention was effective?

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





# Observation Form

Child: Luke

Date: \_\_\_\_\_

## 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	III		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.

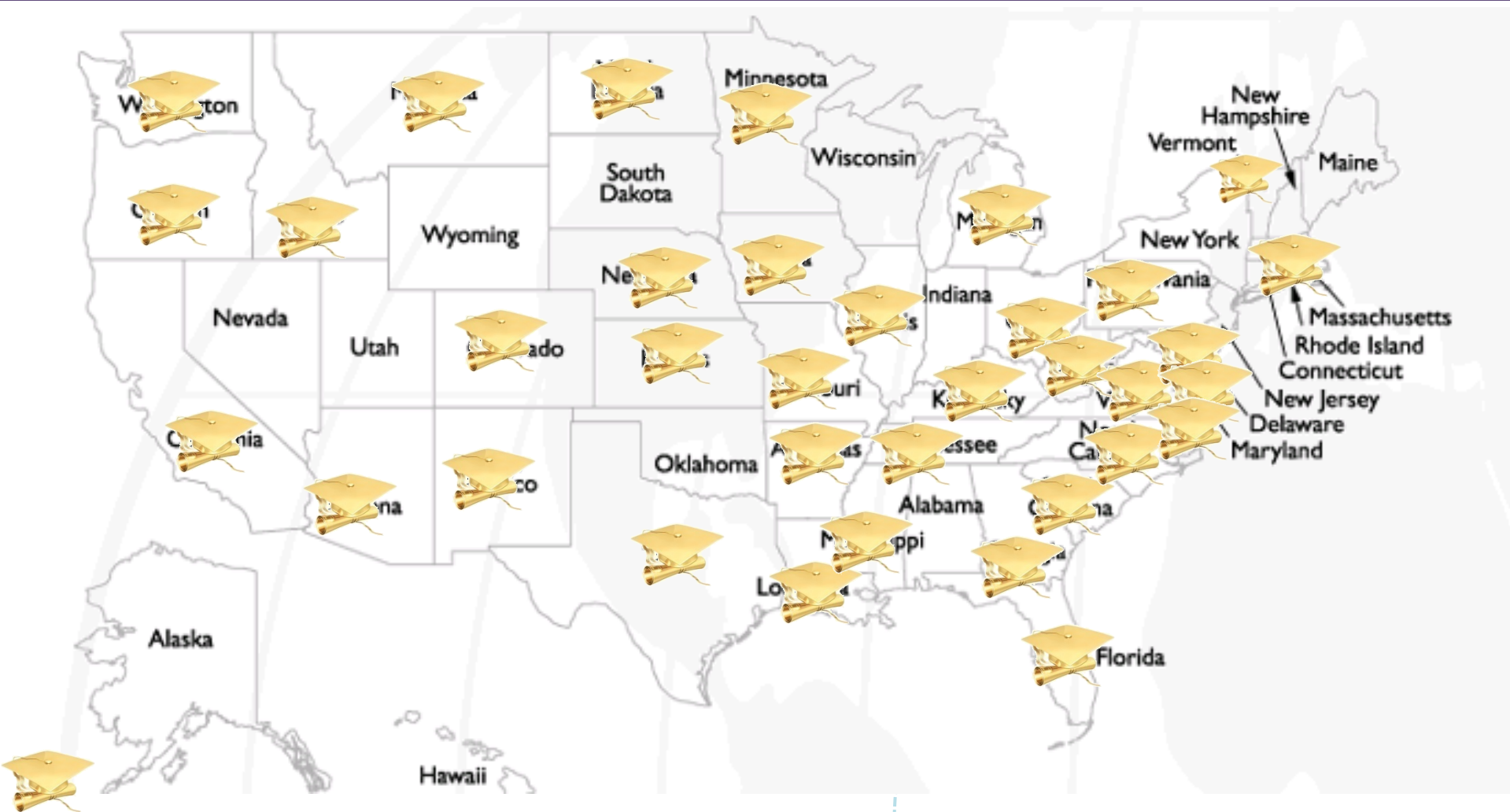
# Module 1 Resources

- 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

Assessment of Young Children with Disabilities

Early Childhood Special Education

Early Childhood Curriculum

Transition

The Exceptional Child

Inclusion in Early Childhood Programs

Early Intervention

# 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**

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



**In Development**

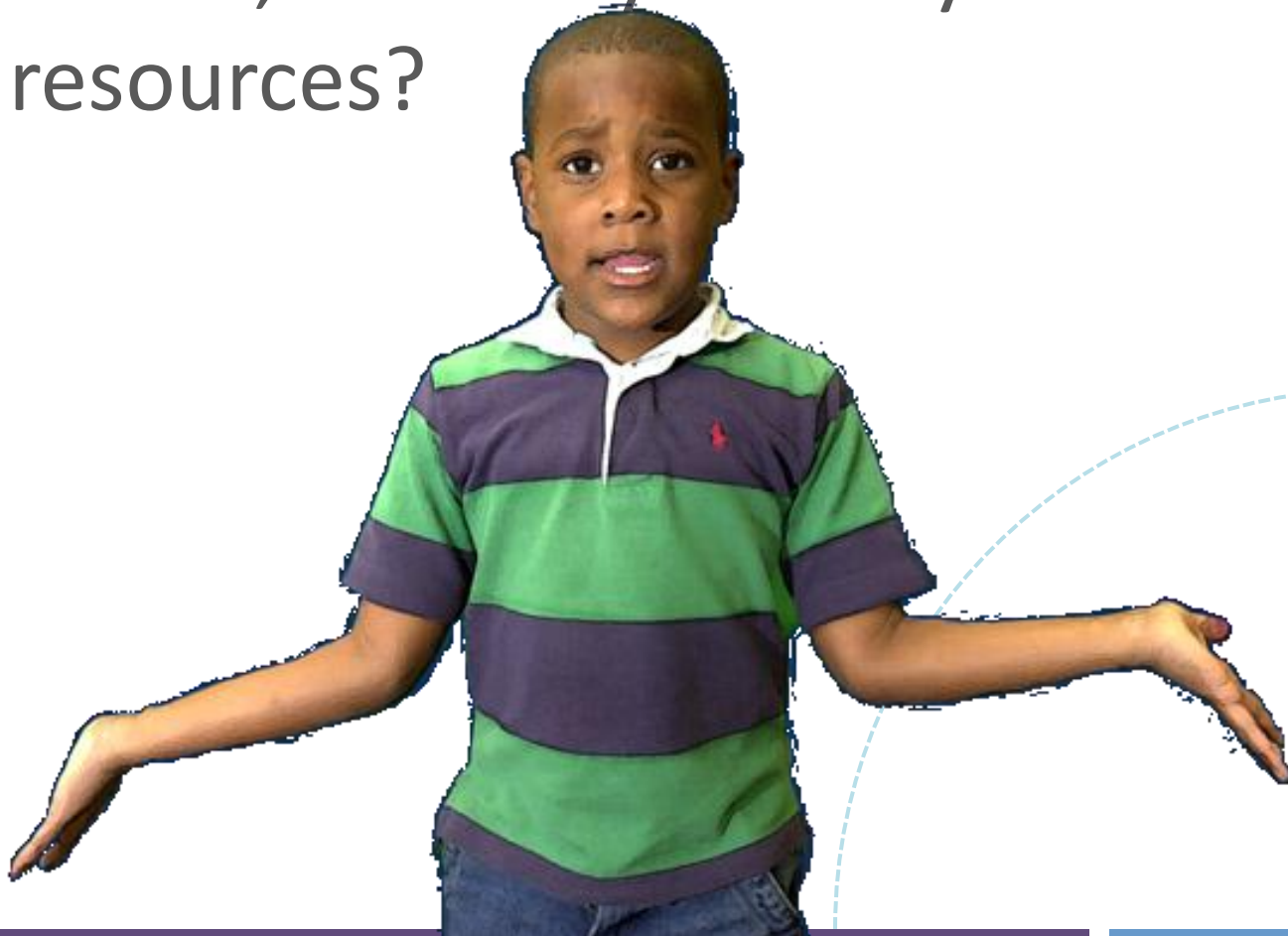
# Learn more about CONNECT's evidence-based approach to PD



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

# Group Discussion

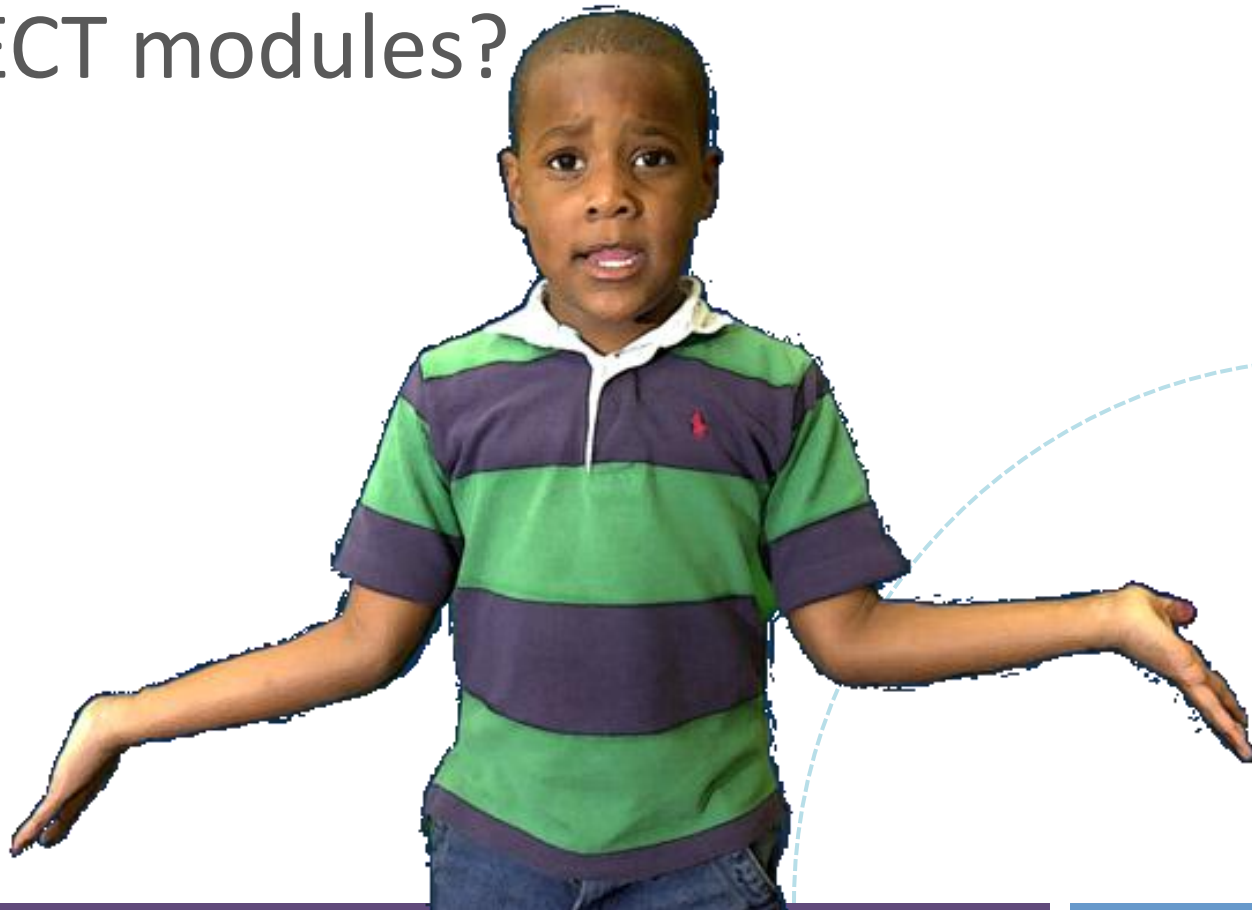
In your roles, how do you see yourself using these resources?





# Group Discussion

What other supports do you need to use  
CONNECT modules?



**Thank You**

The background is a solid purple color. In the bottom right corner, there are two overlapping dashed white circular lines. One line is larger and its bottom half is cut off by the bottom edge of the image. The other line is smaller and positioned to the right of the first one, also with its bottom half cut off.