CONNECT

The Center to Mobilize Early Childhood Knowledge

CONNECT: An Evidence-Based Practice Approach to Professional Development

Pam Winton, Virginia Buysse, Dale Epstein (CONNECT)
Dawn Ellis (OSEP)
Pip Campbell, Susan Fowler, and Sharon Palsha (Faculty team)
DEC Pre-Conference Workshop
November 17, 2011, 9 am – 4 pm
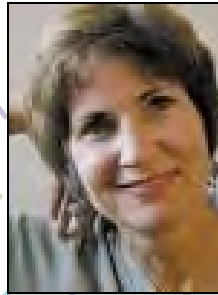
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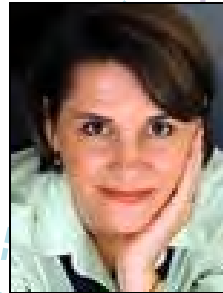UNIVERSITY OF
KENTUCKY®

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thatWork

I. Welcome and Introduction

The CONNECT Team

Pam Winton
University of
North Carolina

Virginia Buysse
University of
North Carolina

Beth Rous
University of
Kentucky

Dawn Ellis,
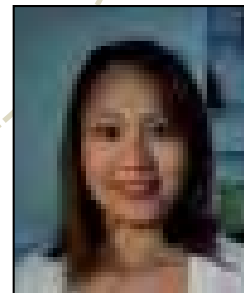Project Officer

IDEAs
that Work

Chih-Ing Lim
University of
North Carolina

Dale Epstein
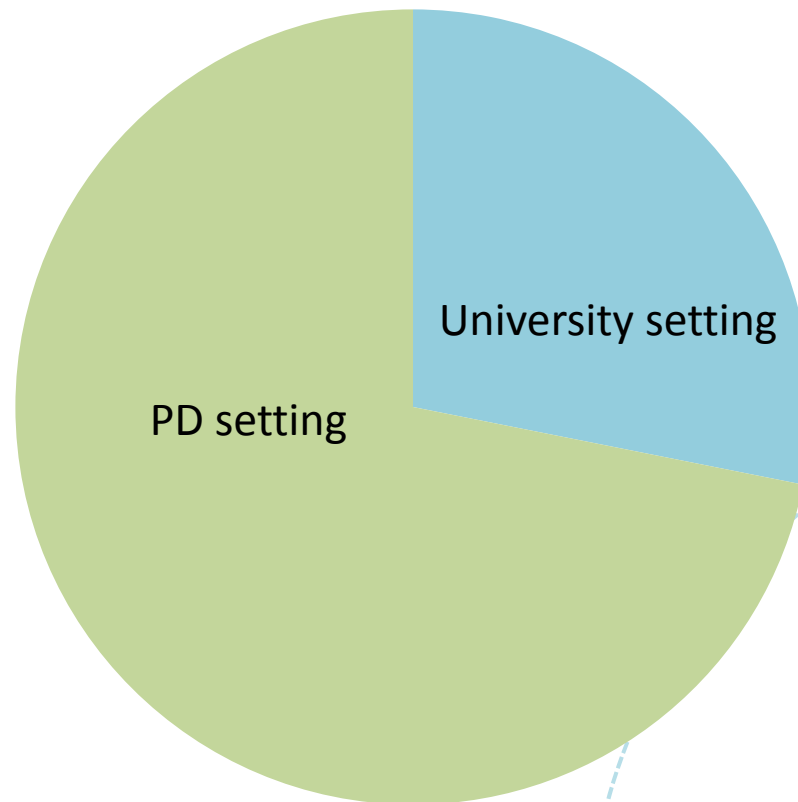University of
North Carolina

Jonathan Green
University of
North Carolina

Cici Sidor
University of
North Carolina

Patti Singleton
University of
Kentucky

Demographics of Workshop Participants (n=32)

University setting

PD setting

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Identify Your "Dilemma"

Why am I attending this workshop?
What are my goals?
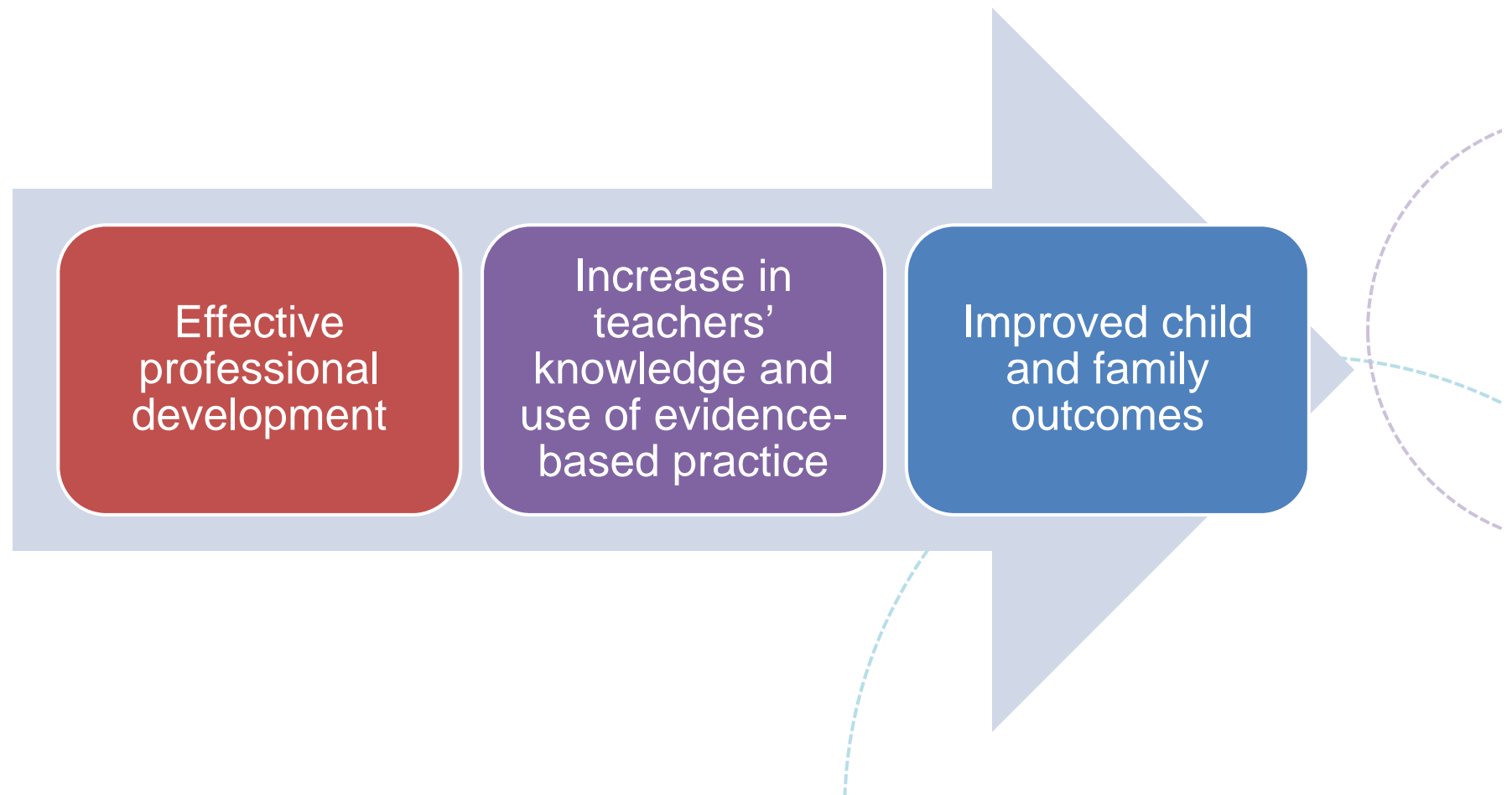
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Small Group Discussion: Introductions and Share Your Dilemma

II. Overview of CONNECT Modules and Workshop Agenda

Context: Increased Attention to PD Quality & Impact

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

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Context: Focus on Clinical Practice

Context: Focus on Clinical Practice

NCATE
The Standard of Excellence
in Teacher Preparation

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

Fall, 2010

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

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Context: Practitioners are Expected to Use Evidence-Based Practice

Context: PD Providers are Expected to Incorporate EBP into PD

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

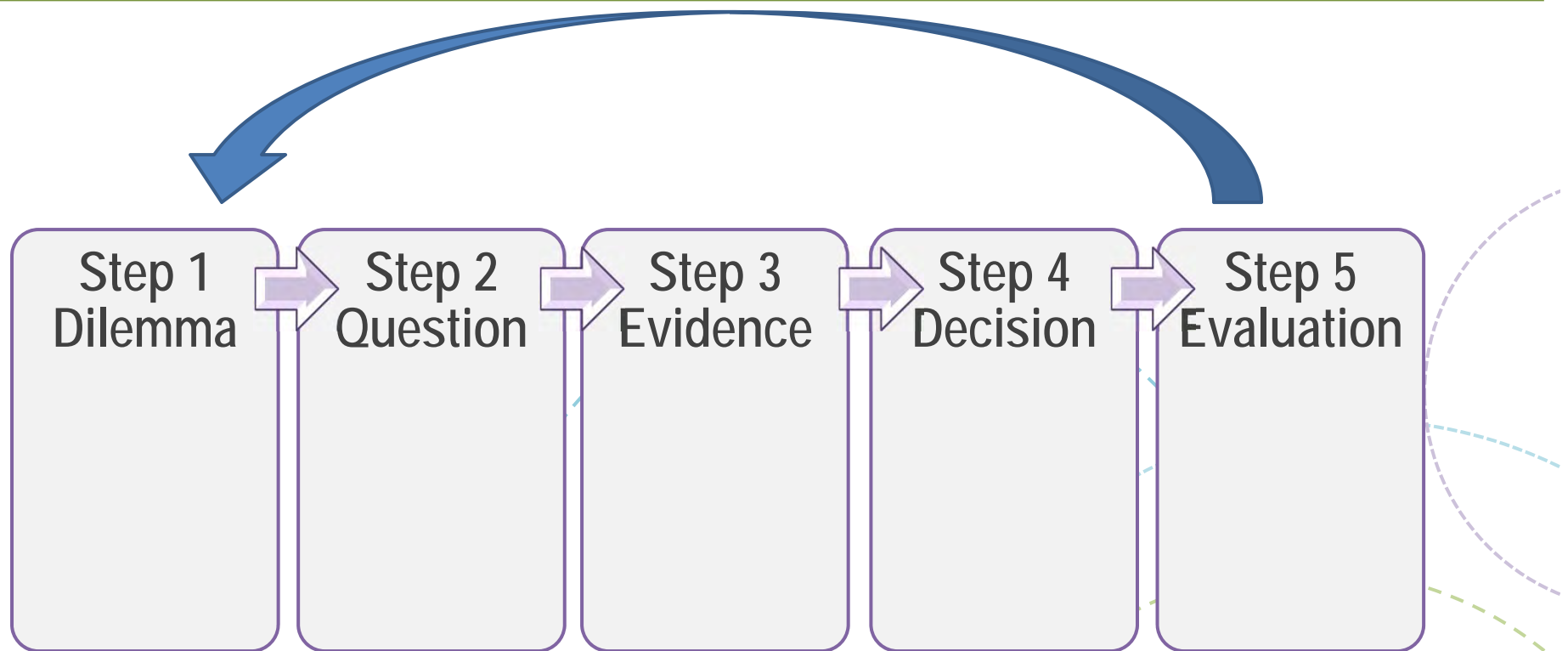# Two Components of Evidence-Based Professional Development

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

The PD **delivery** focuses on evidence-based methods for building practitioners' knowledge and application of evidence-based practices

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CONNECT Modules: Practice-focused approach

Research-Based Practices

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Innovation: An Approach for Incorporating EBP into PD

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

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

Our Target Audience

- 2-year and 4-year college faculty

- Other professional development providers

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What Faculty and PD Providers Want

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

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Embedding CONNECT Modules into PD

Embedding CONNECT Modules into Professional Development
Information based on field testing of Modules 1, 2, 3 & 4

I. Formats Used
a. Face-to-face
b. Online
c. Hybrid (mix of some face to face and some online)

II. Examples of distribution of CONNECT content
a. One hour blocks of content spread over a semester or across time in supervision or consultation context
b. Three hour blocks of content spread over a semester or workshop context
c. Day-long workshop
d. And other variations

III. Courses in which faculty have embedded modules
a. Assessment
b. Child Growth and Development
c. Children with Disabilities and Their Families
d. Early Childhood Capstone Practicum
e. Early Childhood Internship
f. Early Childhood Special Education
g. Early Intervention for Young Children with Special Needs
h. Families as the Core of Partnerships
i. Infant / toddler Assessment and Intervention
j. Infant / toddler Internship
k. Infant and Toddler Care
l. Intro to Special Education
m. Introduction to Early Childhood education
n. Parent Involvement in Education
o. Teaching Exceptional Children
p. Teaching Exceptional Students in Inclusive Settings
q. The Exceptional Child
r. Young Children with Special Needs

IV. Textbooks in which CONNECT modules are used

Author(s)	Title	Publisher
Allen, E.K., Cowdery, G.E.	The exceptional child inclusion in early childhood education, 6th ed.	Delmar Publishers
Darragh, J.	Introduction to early childhood education.	Merrill / Prentice Hall
Gargiulo, R. & Kilgo, J.L.	An introduction to young children with special needs: birth through age eight.	Wadsworth Publishing
Grisham-Brown, J., Hemmeter, M.L., & Pretti-Frontczak, K.	Blended practices for teaching young children in inclusive settings.	Brookes
Howard, W.L.	Exceptional children: An introduction to special education.	Pearson
Hull, K, Goldhaber, J., & Capone, A	Opening doors: An introduction to inclusive early childhood education.	Wadsworth Publishing
McLean, M., Wolery, M., Bailey, D.B	Assessing infants and preschoolers with special needs.	Pearson
Sandall, S.R., & Schwartz, I.S.	Building blocks for teaching preschoolers with special needs.	Brookes
Berk, L	Infants & children prenatal-middle child, 6th ed.	Allyn & Bacon
Wright, K., Stegelin, D.A., & Hartle, L.C.	Building family, school and community partnerships.	Merrill / Prentice Hall

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Now Available (English and Spanish versions)

- Module 1: Embedded Interventions
- Module 2: Transition
- Module 3: Communication for Collaboration
- Module 4: Family-Professional Partnerships
- Module 5: Assistive Technology Interventions
- Module 6: Dialogic Reading Practices

COMING SOON

- Tiered Approaches: Social Emotional Development and Academic Practices
  - Portuguese translation of Module 1

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CONNECT Team in Portugal

Module 1 Activities in Portugal

- Translation and adaptation
- Pilot study (in Lisbon)
- Intervention project (in Porto)

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Different Materials for a Different Reality

New handouts

Doc. 1.4

A lei na educação inclusiva

A noção de que as crianças com incapacidade e suas famílias são membros plenos da comunidade, reflecte valores sociais acerca da promoção de oportunidades para o desenvolvimento e aprendizagem e um sentimento de pertença para todas as crianças. Reflecte também a reacção contra práticas educacionais anteriores da separação e isolamento de crianças com incapacidade. Ao longo do tempo, em combinação com determinadas regulamentações e protecções sobre a lei, estes valores e pontos de vista sociais acerca das crianças dos 0 aos 6 com incapacidade e suas famílias tornou-se conhecida como inclusão em idade precoce.

O termo inclusão tem diferentes significados para diferentes pessoas, o que pode ser uma barreira para assegurar os direitos fundamentais de cada criança. De acordo com a *Division for EarlyChildhood* (DEC) e com a *NationalAssociation for theEducationofYoungChildren* (NAEYC), a inclusão engloba os valores, políticas e práticas que apoiam o direito a todas as crianças e suas famílias, independentemente da sua capacidade, a participar num conjunto de actividades e contextos como membros de famílias, comunidades e sociedade.

Esta definição sugere que os resultados desejados das experiências inclusivas para as crianças com e sem incapacidade e suas famílias inclui: o sentimento de pertença, relações sociais e amizades positivas e desenvolvimento e aprendizagem para alcançarem o seu pleno potencial.

Ao compreender os resultados que se pretendem atingir com a inclusão, ajuda a criar altas expectativas para cada criança e a definir objectivos apropriados e apoios inclusivos. Outra componente importante da definição é o foco nos três aspectos da inclusão que podem ser utilizados para identificar contextos de elevada qualidade. Isto inclui: acesso, participação e apoio.

O acesso significa fornecer uma vasta gama de actividades e ambientes para as crianças, removendo barreiras físicas e oferecendo múltiplas formas de promover a aprendizagem e o desenvolvimento. Em muitos casos, simples alterações ao ambiente ou a actividades de aprendizagem podem facilitar o acesso a uma criança.

Para as crianças participarem plenamente nas experiências de aprendizagem podem necessitar de equipamento específico e apoio individualizado. Os adultos utilizam uma gama de abordagens instrucionais para promover o envolvimento nas actividades de brincadeira e aprendizagem.

Para a inclusão funcionar em contextos da comunidade, tais como, salas de aula e em casa, devem existir apoios aos diversos níveis do sistema, tais como, desenvolvimento profissional para técnicos e famílias, recursos e políticas para promover a comunicação e colaboração entre profissionais e famílias, uma variedade de estruturas para ajudar a integrar e coordenar serviços especiais nos serviços gerais de infância e padrões que permitam atingir programas de qualidade e competências profissionais.

A ideia de integração nas escolas portuguesas veio a ser uma realidade incontornável com as transformações políticas e sociais do 25 de Abril de 1974 e também no âmbito de movimentos internacionais tal como nos Estados Unidos da América.

Surge, nos anos 90, o movimento da inclusão como uma reivindicação de pais, professores e grupos políticos, como resposta à necessidade de uma educação de qualidade para os alunos com Necessidades Educativas Especiais (NEE) integrados no ensino regular.

Pág.1

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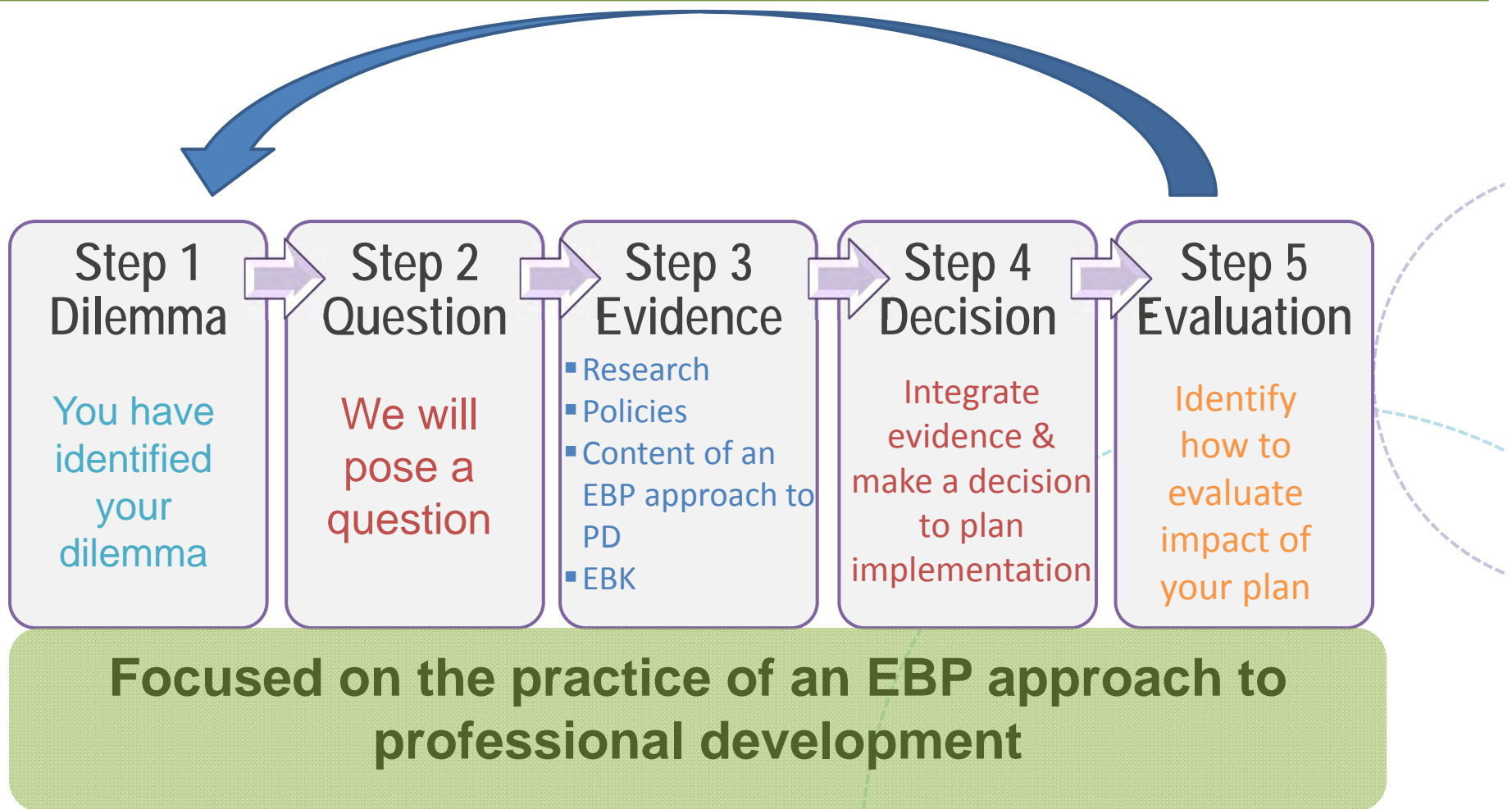# Different Materials for a Different Reality

New audios

Know your rights... In Portugal
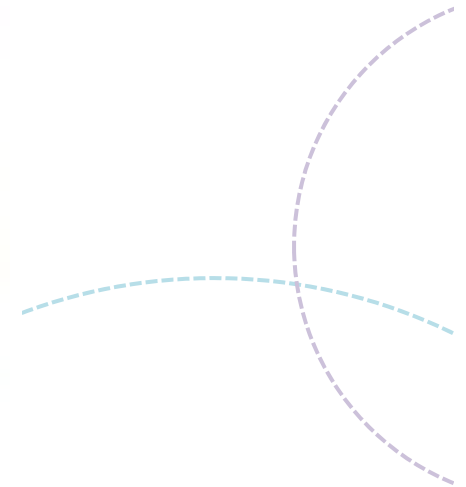
Isabel Felgueiras helps portuguese preschool teachers to know their rights through an audio developed by the CONNECT team in Portugal
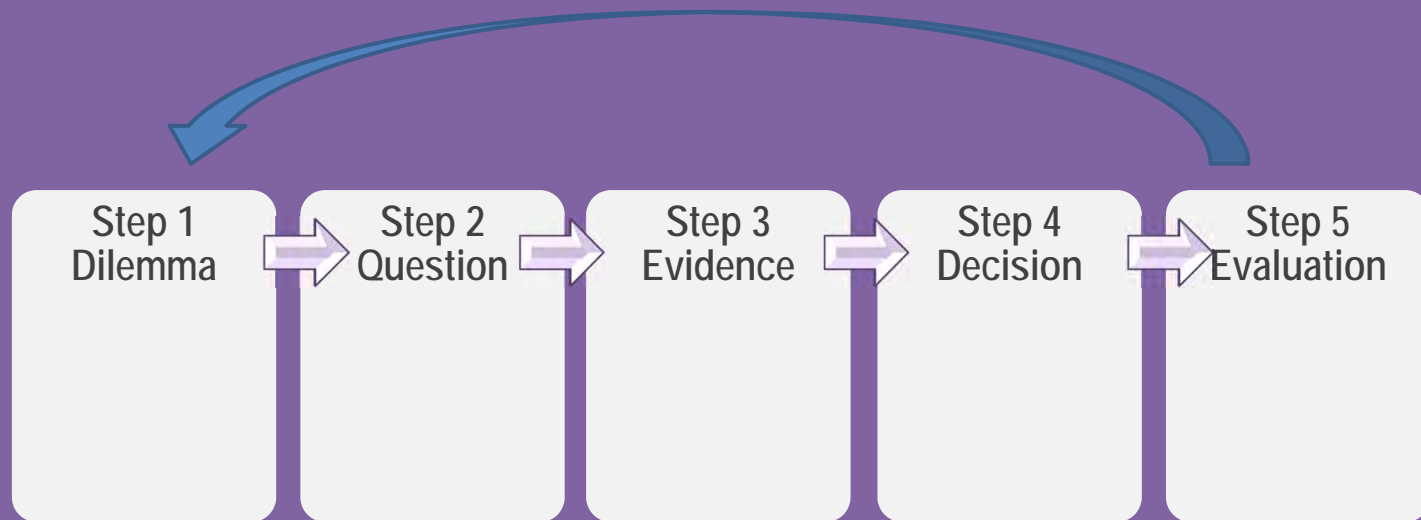
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CONNECT

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Today's Agenda

**Step 1
Dilemma**

You have identified your dilemma

**Step 2
Question**

We will pose a question

**Step 3
Evidence**

- Research
- Policies
- Content of an EBP approach to PD
- EBK

**Step 4
Decision**

Integrate evidence & make a decision to plan implementation

**Step 5
Evaluation**

Identify how to evaluate impact of your plan

Focused on the practice of an EBP approach to professional development

Questions?

III. Workshop Content

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

Step 1: Dilemma

How will I be able to address Luke's learning goals while trying to address the needs of all my other children in my class?

I want to use an EBP approach to PD, but I'm not sure if the CONNECT 5-Step Learning Cycle will be more effective than what I am currently doing?

Module 1

DEC Workshop

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

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Step 2: Question

For preservice students and practitioners participating in professional development, is the CONNECT module 5-Step Learning Cycle an effective method to promote learning about and applying evidence-based practices?

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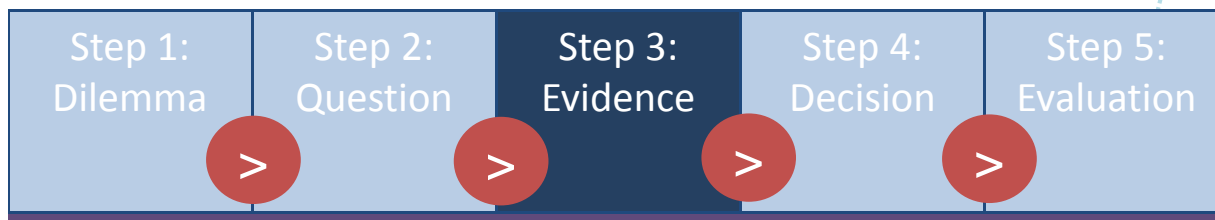
Step 3: Evidence

- Research
- Policies
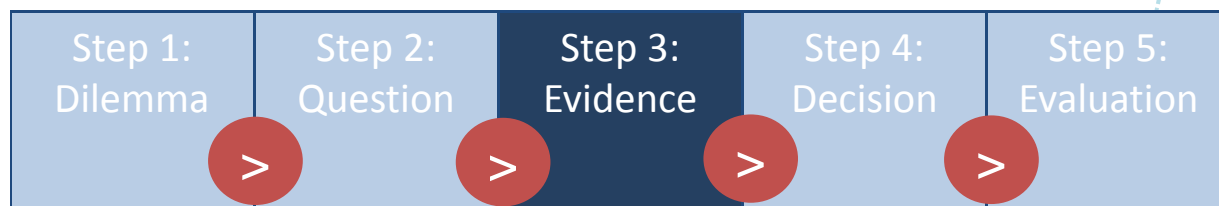- Definition/Demonstration of Practice
- Experience-based knowledge

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

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Themes from Research about Effective PD Approaches

- Focused on specific instructional strategies rather than general content

- Sustained over time and of considerable duration

- Infused with active learning opportunities, guided practice and corrective feedback

- Connected with program standards, curricula, and assessments

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

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Policies Related to PD

Accreditation (logos shown: NCATE — The Standard of Excellence in Teacher Preparation; Early Childhood Associate Degree naeyc ACCREDITATION; TEAC — Teacher Education Accreditation Council)

Standards (logos shown: Council for Exceptional Children — The voice and vision of special educat; DEC; CDA; NBPTS — National Board for Professional Teaching Standards; naeyc)

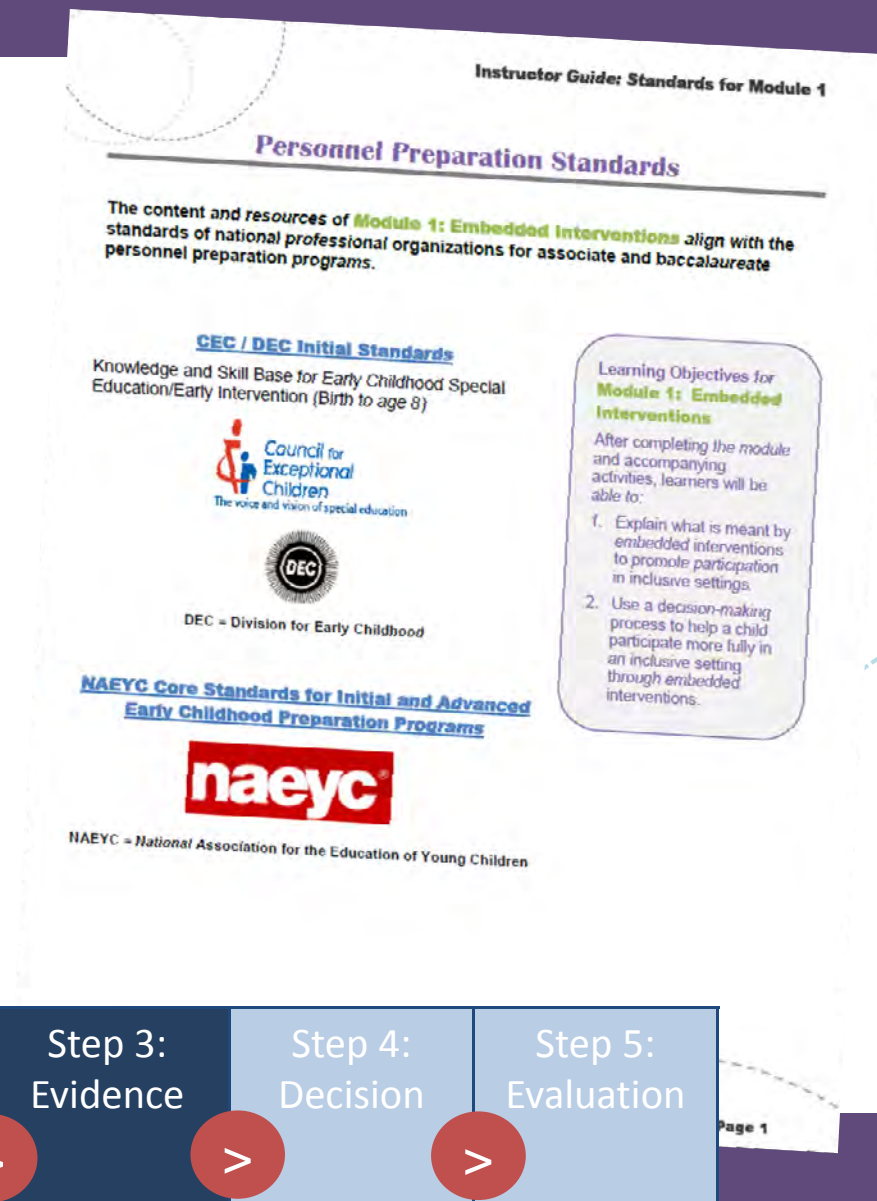| Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation

Modules are Connected to Standards

Instructor Guide: Standards for Module 1

Personnel Preparation Standards

The content and resources of **Module 1: Embedded Interventions** align with the standards of national professional organizations for associate and baccalaureate personnel preparation programs.

CEC / DEC Initial Standards

Knowledge and Skill Base for Early Childhood Special Education/Early Intervention (Birth to age 8)

Council for Exceptional Children
The voice and vision of special education

DEC

DEC = Division for Early Childhood

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs

naeyc®

NAEYC = National Association for the Education of Young Children

Learning Objectives for **Module 1: Embedded Interventions**

After completing the module and accompanying activities, learners will be able to:

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.

Page 1

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

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Handout: Connection to Standards

CONNECT Modules and NAEYC and DEC Personnel Preparation Standards

Module Title	NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs	CEC / DEC Initial Standards Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)
Module 1: Embedded Interventions	**NAEYC Standard 1: Promoting Child Development and Learning** Key elements 1a: Knowing and understanding young children's characteristics and needs. **NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families** Key elements 4b: Knowing and understanding effective strategies and tools for early education. **NAEYC Standard 6: Becoming a Professional** Key elements 6c: Engaging in continuous, collaborative learning to inform practice Key elements 6d: Integrating knowledgeable, reflective, and critical perspectives on early education	(CC= common core; EC = early childhood; K= knowledge; S= Skills) **CEC/DEC Standard 1: Foundations** – Know philosophies, evidence-based principles, laws, and diverse and historical points of view. CC1K4 – Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. **CEC/DEC Standard 3: Individual Learning Differences** – Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments. EC3 S1 – Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families. EC3 S2 - Develop and match learning experiences and strategies to characteristics of infants and young children. **CEC/DEC Standard 4: Instructional Strategies** – Possess and use a repertoire of evidence-based instructional strategies that promote the success of children. CC4K1 – Evidence-based practices validated for specific characteristics of learners and settings. CC4 S2 – Use strategies to facilitate integration into various settings. CC4 S4 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

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Definition of Practice

The 5-Step
Learning Cycle™
is...

an approach for organizing PD content and activities to promote learners' abilities to integrate multiple sources of evidence to make decisions about practice dilemmas.
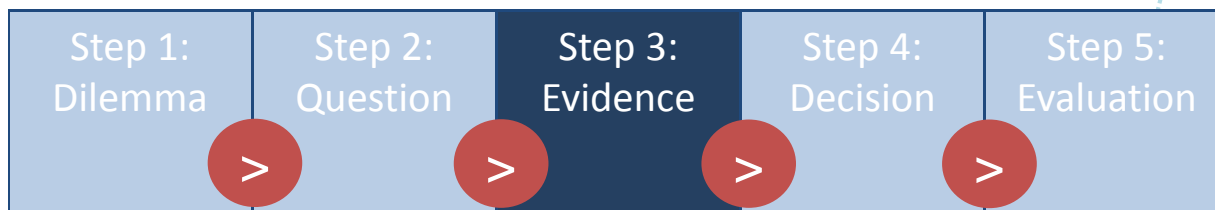
- CONNECT

Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation
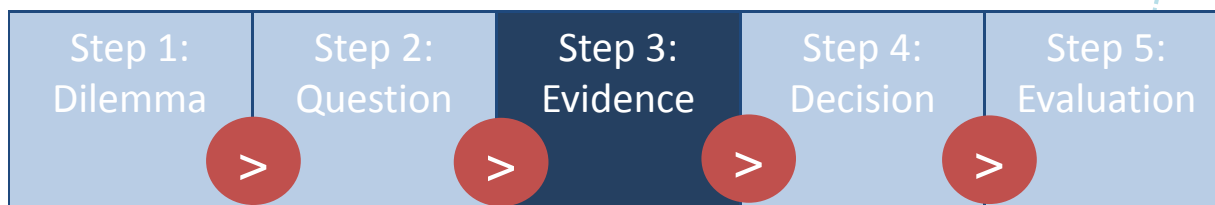
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Demonstration of Practice

1. Technical Aspects of CONNECT Modules
2. Content of CONNECT Modules

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

Demonstration of Practice: Technical Aspects of CONNECT Modules

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

CONNECT Modules
CONNECT: The Center to Mobilize Early Childhood Knowledge

HOME | 5-STEP LEARNING CYCLE™ | FOR LEARNERS | FOR INSTRUCTORS | INSTRUCTOR SUPPORTS | RESOURCE LIBRARY

5-Step Learning Cycle™

Each CONNECT Module focuses on a discrete practice in a key content area (e.g., inclusion, family-professional partnerships, transition) and is organized around the 5-Step Learning Cycle™. The 5-Step Learning Cycle™ is an innovative approach for making evidence-based practice decisions. It is based on realistic problems to solve and the importance of integrating multiple perspectives and sources of evidence.

To learn more about the 5-Step Learning Cycle™, read the descriptions below or watch the 2-minute video to the right.

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

5 Step Learning Cycle™
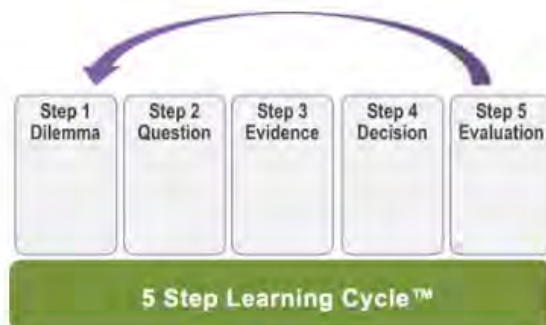
Step 1. Dilemma

In Step 1, the learner considers a realistic dilemma to be solved. The dilemma is presented from the perspectives of family members and / or the practitioners.

Step 2. Question

In Step 2, the learner identifies a practice-focused question about the dilemma that can be answered through various sources of evidence including the best available research. This step helps the learner move from the dilemma, which raises all kinds of possible foci and questions, to a specific practice focus and establishes the

VIDEO
CONNECT Modules 5-Step Learning Cycle™
(2:00)

0:00 / 0:00

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

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CONNECT Modules

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☐ only in current section 🔍 Search

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MODULES

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

GO TO MODULES >

FOR INSTRUCTORS >

5-STEP LEARNING CYCLE™
Learn more about our innovative approach for making an evidence-based practice decision.

GO >

RESOURCE LIBRARY
Browse all available learner resources or search for specific resources

GO >

INSTRUCTOR SUPPORTS
View additional supports for instructors.

GO >

📒 Discussions

Beyond the Inner Circle: Busting Barriers to Implementation of the CONNECT Modules By Marilou Hyson

CONNECT Modules provide a rich resource to faculty and PD providers, so why doesn't everyone use them? Are there new ways to "slice and dice" the CONNECT Module pie? Join Marilou Hyson for a discussion about barriers to module use and ways to bust through those barriers.

Read More and Comment

Using CONNECT Module to Help Preservice Teachers Implement Dialogic Reading Practices

Read More and Comment.

CONNECT Modules: Where I Started by Lisa Stein

Read More and Comment.

Getting Started Q&A

Read More and Comment

View all discussions >

📶 News and Announcements

New CONNECT Module 6: Dialogic Reading Practices

Meet Tenisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class. Learn about how to use dialogic reading practices to engage children and help them develop early language and literacy skills.

Read more...

The CONNECT Modules website has a new look!

Read more...

View all news >

New to CONNECT Modules?

Video Quick Tours of the Site
Tips for Instructors
Need Help?

Learn more about CONNECT↗

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Contact Information

If you have questions, comments or suggestions about the CONNECT Modules please contact us by email at connect@unc.edu.

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

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CONNECT Modules

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Instructor Supports

Getting Started?

New to CONNECT Modules? View a short 4-minute video to learn about CONNECT's evidence-based practice approach to professional development.

View Video

Tour This Site

Video tutorials, which are quick guided tours of the CONNECT Modules site, will introduce you to the site, how to use it, and where to look for information.

View Quick Tours

Join the Conversation

Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using the modules.

Join Discussions

Tips and Techniques >

Frequently Asked Questions >

Module Resources for Instructors:

[View PDF] Textbooks that align with CONNECT Modules

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[View PDF] Courses in which faculty have embedded modules

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[View PDF] Overview of CONNECT Module Development, Design, Evaluation and Implementation

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Need Help?

Contact us via email at:
📧 connect@unc.edu

Or, post your questions to:
Getting Started Q&A Discussion

Send this   Print this

Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation
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You are here: Home → CONNECT Modules → Instructor Supports → Getting Started?

Getting Started?

New to CONNECT Modules? View a short video of an overview of CONNECT Modules' evidence-based practice approach to professional development.

CONNEC ▶ Modules

▶ ◀)) 0:00 / 0:00   You Tube ⤢

Video: *About CONNECT Modules*
(4 minutes)

Need Help?

Contact us via email at:
✉connect@unc.edu

or, post your questions to: Getting Started Q&A Discussion

More Getting Started Resources

- Getting Started: The CONNECT Modules Website Guide 📄
- 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.
- Overview of CONNECT Module Development, Design, Evaluation and Implementation 📄
  A document for professional development curricula designers wanting to know more on how the CONNECT Modules were developed.
- Examples of Instructional Methods 📄
  View a reference document for methods used in learner activities.
- CONNECT Module Discussions
  Each month CONNECT hosts online discussions dedicated to supporting instructors use of CONNECT Modules.

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

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Join the Conversation

Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using the modules.

[Join Discussions]

[Tips and Techniques >]

[Frequently Asked Questions >]

Module Resources for Instructors:

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[View PDF] Courses in which faculty have embedded modules
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[View PDF] Overview of CONNECT Module Development, Design, Evaluation and Implementation
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Contact us via email at:
✉connect@unc.edu

Or, post your questions to:
Getting Started Q&A Discussion

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

> > > >

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CONNECT Module Discussions

Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using CONNECT Modules.

Featured Discussion

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By Marilou Hyson

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Read More and Comment

Discussions by CONNECT Module

Module 1 Embedded Interventions	Module 2 Transition	Module 3 Communication for Collaboration	Module 4 Family-Professional Partnerships
Embedding Module 1 into an In-Service Setting by Sandy Ginther and Linda Robinson (10+comments) *Setting*: In-Service *Primary discipline*: Early childhood special education *Format*: Face-to-Face	Transition and Therapy Services by Christine Myers (10+ comments) *Setting*: 4-year IHE *Primary discipline*: Occupational Therapy	Communication - it's more than just words by Hatice Dogan (20+ comments) *Setting*: Graduate *Primary discipline*: Early childhood *Course*: Families and Teams (Interdisciplinary) *Format*: Face-to-Face	Using Module 4 Family-Professional Partnerships to Enhance Students' Understanding of Families and the NAEYC Professional Preparation Standards by Nancy Grausam (30+ comments) *Setting*: 2-year IHE *Primary discipline*: Early childhood *Course*: Young Children with Special Needs *Format*: Face-to-Face
Embedding Module 1 into a College Course by Johnna Darragh (10+comments) *Setting*: 2-year IHE *Primary discipline*: Early childhood *Courses*: Introduction to ECE, Introduction to Special Education *Format*: Online and Face-to-Face	CONNECT Module on Transition Supports National EC Priorities by Rena Hallam (20+ comments) *Setting*: 4-year IHE *Primary discipline*: Early childhood *Subject*: Early childhood policies	Using CONNECT Modules to teach graduate students how they can use evidence based practices by Susan Fowler (10+ comments) *Setting*: Graduate *Primary discipline*: Special Education *Format*: Hybrid (Face-to-Face and Online)	

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

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New CONNECT Module 6: Dialogic Reading Practices

Meet Tenisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class. Learn about how to use dialogic reading practices to engage children and help them develop early language and literacy skills.

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The CONNECT Modules website has a new look!

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

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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 >

Also available in Spanish >

Module 2: Transition

Learn about practices to help support children and families as they transition among programs in the early care and education system.

Go to Module >

Also available in Spanish >

Module 3: Communication for Collaboration

Learn about effective communication practices that can be used to promote collaboration with professionals and families in early care and education, and intervention settings.

Go to Module >

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Module 4: Family-Professional Partnerships

Learn about building trusting family-professional partnerships when working with families of young children.

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Also available in Spanish >

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Module 4: Family-Professional Partnerships

< Back to Modules

Learning Objectives

- Describe effective practices for developing trusting family-professional partnerships in early care and education programs.
- Use a decision-making process to select partnership-oriented practices linked to (a) developing an initial friendly relationship, (b) making shared decisions, and (c) developing a trusting partnership with families to address challenging issues.

Introduction >

(start here)

Module 4 Dashboard				
Five-Step Learning Cycle™				
Step 1 Dilemma >	Step 2 Question >	Step 3 Evidence >	Step 4 Decision >	Step 5 Evaluation >
⊞ Description	⊞ Description	⊞ Description	⊞ Description	⊞ Description

Module 4 Resources

⊞ **Activities**

⊞ **Audio**

⊞ **Handouts**

⊞ **Videos**

- Glossary
- Supplemental Materials
- Personnel Preparation Standards
- OSEP Indicators and Outcomes

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Step 1: Dilemma

< Intro | Step 2 >

In Step 1 you will hear and read about two perspectives on a practice dilemma. The dilemma is about a teacher sharing a concern with a father of a preschool age child.

Meet China. She is a teacher in an NAEYC💛 accredited program that serves children birth through five years of age. China's program is a large full-day community child care center. She has become concerned about Aaron, a four-year-old boy in her classroom.

Videos

Video 4.1: The teacher's viewpoint

China, a teacher in a large, full-day child care center shares a dilemma about how to express her concerns about little Aaron, a 4-year-old boy in her class, with his father Aaron. (running time: 2 min. 12 sec.)

video transcript   video download (62.1mb)   video help

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For Instructors

Module 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 Dashboard >]

Module 2: Transition

Module 2 focuses on practices to help support children and families as they transition among programs in the early care and education system.

[Go to Dashboard >]

Module 3: Communication for Collaboration

Module 3 focuses on communication practices that can be used to promote collaboration with professionals and families in early care and education, and intervention settings.

[Go to Dashboard >]

Module 4: Family-Professional Partnerships

Module 4 focuses on practices related to building trusting family-professional partnerships when working with families of young children.

[Go to Dashboard >]

Module 5: Assistive Technology

Module 5 focuses on the practice of assistive technology interventions to help young children have access to and participate in their environment.

[Go to Dashboard >]

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Table of Contents   View Learner Dashboard | View Module 4

Module 4 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	
		⊞ Handouts		
		⊞ Videos		

Supplemental Materials

- Personnel Preparation Standards
- OSEP Indicators and Outcomes
- Glossary

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Module 4: Family-Professional Partnerships

Learning Objectives

- Describe effective practices for developing trusting family-professional partnerships in early care and education programs.
- Use a decision-making process to select partnership-oriented practices linked to (a) developing an initial friendly relationship, (b) making shared decisions, and (c) developing a trusting partnership with families to address challenging issues.

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⊞ Activities	⊞ Activities	⊞ Activities	⊟ Activities	⊞ Handouts
⊞ Videos		⊞ Audio		
		⊞ Handouts		
		⊞ Videos		

⊟ Activities

4.11a: Consider the unique contexts [pdf] [doc]
  Activity Guide 4.11a

4.12a: Use evidence-based practice decision-making [pdf] [doc]
  Activity Guide 4.12a

4.13a: Create an implementation plan to develop a trusting relationship with Aaron [pdf] [doc]
  Activity Guide 4.13a

⊞ Audio

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⊞ Activities	⊞ Activities	⊞ Activities	⊞ Activities	⊞ Handouts
⊞ Videos		⊞ Audio	⊞ Audio	
		⊞ Handouts		
		⊞ Videos		

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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	⊞ Activities	⊞ Activities		⊞ Activities	⊞ Handouts
⊞ Videos		⊞ Audio		⊞ Audio	
		⊞ Handouts			

⊟ Videos

4.3: Description of family-professional partnership framework
4.4: Starting a relationship
4.5: Beginning ground conversation
4.6: Middle ground conversation
4.7: Firm ground conversation

Unable to view videos? Download instead.

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

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Demonstration of Practice: Content of Modules
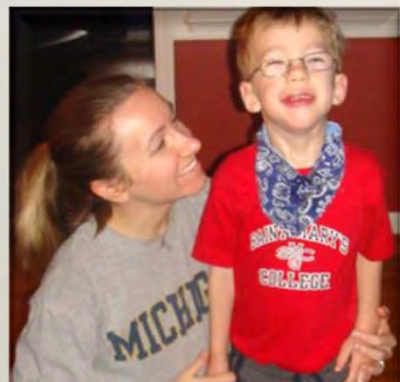
Module 1: Embedded Interventions

Module 2: Transition

Module 3: Communication for Collaboration

Module 4: Family-Professional Partnerships

Module 5: Assistive Technology Interventions

Module 6: Dialogic Reading

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

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Module Content Group Work

- Decide which module you would like to focus on

- Go to the group assigned to that module

Step 3: Evidence

- Research

- Policies

- Definition/Demonstration of Practice

- Experience-based knowledge

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

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Experience-Based Knowledge: Panel

Susan Fowler (Former Dean & Professor, College of Education, University of Illinois- Champaign-Urbana)

Virginia Buysse (Senior Scientist, FPG, University of North Carolina-Chapel Hill)

Sharon Palsha (Clinical Professor, School of Education, University of North Carolina-Chapel Hill)

Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation
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Experience-Based Knowledge

Module 3: Communication for Collaboration
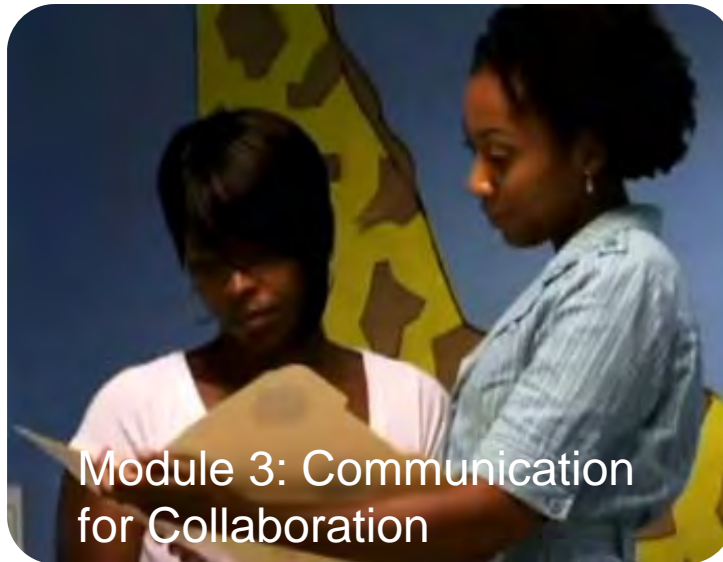
Capstone Course (MA)

Susan Fowler

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

Context for Using the Modules

Graduate class on Evidence Based Practice (N=25)

- Semester 1: learn to review research literature and identify the evidence base behind a practice. Become familiar with CONNECT Modules

- Semester 2: Implement EBP in a classroom or practica setting
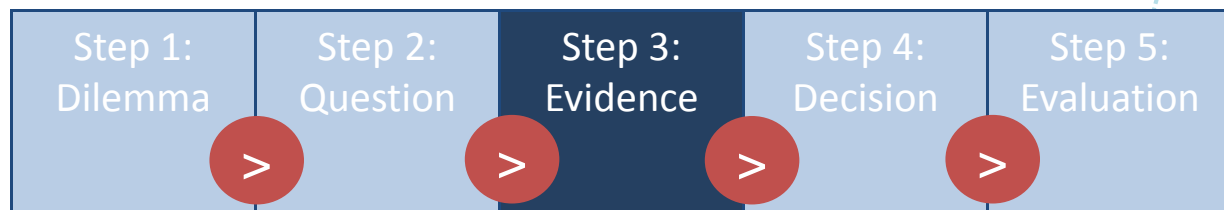
Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation

Benefits of Using the Module

http://www.flickr.com/photos/barnabywasson

Research to Practice

Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation
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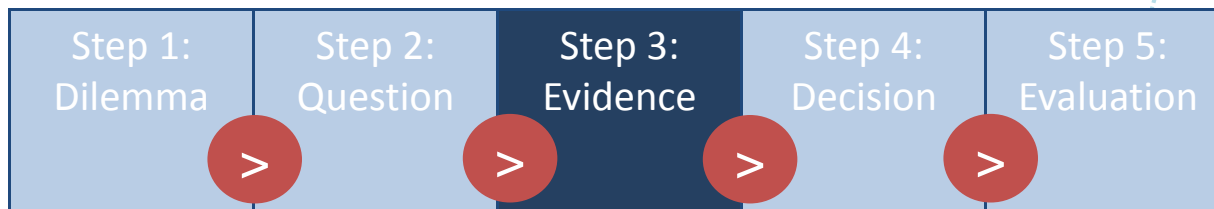
Benefits of Using the Module

Accessible Research

Clear Definition of Practice

Handout 3.4

Research Summary
on Communication Practices for Collaboration

RESEARCHERS at Case Western Reserve University conducted a review of the literature on communication practices between health care providers and parents. A total of 15 studies examined the relationship between parent-provider communication and health care outcomes; eight additional studies examined the effects of strategies designed to improve communication between parents and providers.[2] Here is what the researchers learned from their review of these studies.

How were the communication practices defined and implemented?

Communication practices were defined and implemented differently across all of the studies in this review. A single, agreed-upon definition or list of effective communication practices did not exist in this literature. However, some of the most widely mentioned communication practices across studies involved providers listening in ways that demonstrated attention, empathy, and support; reflecting others' feelings or concerns; and providing information that parents perceived as relevant and useful.

What were the characteristics of the participants and settings in the research on communication practices?

The communications between health care providers and parents occurred in health care clinics or hospitals that served children ranging from infancy to 14 years of age. The children visited with a pediatrician or health care provider for well-child examinations and sick-child examinations or were diagnosed developmental delays or other conditions.

What factors were associated with improved communication practices and positive outcomes related to these practices?

The review found that the following communication practices were associated with improved communication in the...

You are here: → CONNECT Modules → Modules → Module 3

NAVIGATION

Module 3 Dashboard
Introduction
Step 1: Dilemma
Step 2: Question
Step 3: Evidence
  A. Definition
  Attending and Active Listening
  Seeking and Verifying Information
  Joining and Supporting
  Putting it All Together
  B. Research
  C. Policies
  D. Experience-Based Knowledge
Step 4: Decision
Step 5: Evaluation
Summary and Wrap Up
References and Credits
Supplemental Materials

A. Definition

< Prev | Next >

Effective communication with professionals and families consists of specific communication strategies that can be organized into the following three categories: (1) attending and active listening; (2) seeking and verifying; (3) and joining and supporting. These communication strategies are used throughout the process of building trusting partnerships. Creating a partnership generally involves getting to know the other person and establishing trust, gaining an understanding of another's priorities and needs, and reaching consensus on how best to work together.

< Prev | Next >

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

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Benefits of Using the Module

Delineation of practices into strategies

Checklist for monitoring use of practice

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

Students implement EBP in practica setting or classroom

Evaluate ease of implementation

Evaluate outcome of practice

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Lessons Learned

- Modules are great framework
    - But students need to spend 2-3 hours on the module in advance—its not a fast process to analyze.

- Determine what handouts and worksheets they will want to use for implementing EBP

- Determine which video/audio recordings to use

- Use it in a 45 min. "training". Many add role plays

- Then use as framework for creating their own EBP module and final podcast

Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation
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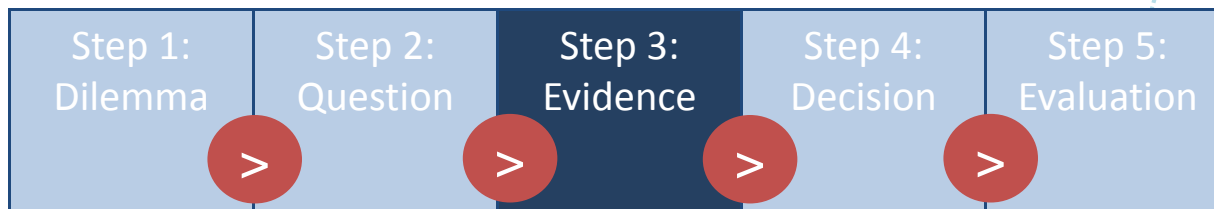
Experience-Based Knowledge: Module 6

Module 6: Interactive and Dialogic Reading

In-Service Workshop

Virginia Buysse

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

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EBK: Module 6 (In-Service)

Dialogic reading is a specific type of interactive reading that relies on a set of strategies called PEER (**P**rompt-**E**valuate-**E**xpand-**R**epeat) designed to create a conversation with children and help them take an active role in storytelling.

Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation
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EBK: Module 6 (In-Service)

Research Synthesis
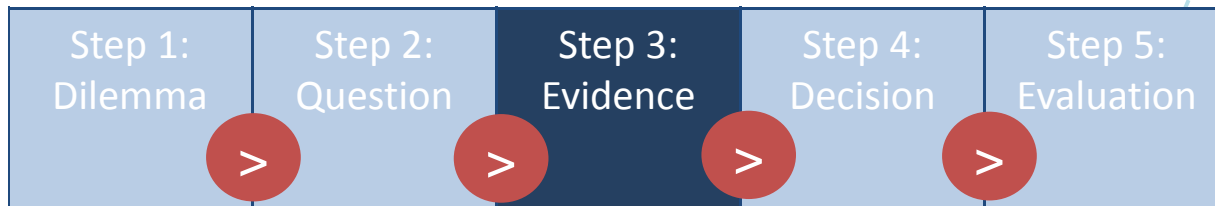
EBK: Module 6 (In-Service)

Dialogic Reading Strategies:

○ **Before reading** ...introduce the title/author, ask a question to create interest in the book

○ **During reading** ...use CROWD prompts & PEER sequence

○ **After reading** ...ask questions to help children recall the story & make connections to their lives

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

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EBK: Module 6 (In-Service)

Dialogic Reading Strategies (What Works Clearinghouse, 2007)

PEER	CROWD
Prompts the child to say something	**C**ompletion prompts
Evaluates the response	**R**ecall prompts
Expands the child's response	**O**pen-ended prompts
Repeats the prompt	**W**h-prompts
	Distancing prompts

EBK: Module 6 (In-Service)

Dialogic Reading Observation Form

Introducing the Book

Title of the Book

The reader says the title of the book to the children before beginning the read aloud.

Circle Yes or No to indicate whether this occurs.

☐ YES   ☐ NO

Author of the Book

The reader tells the children who the author of the book is before beginning the read aloud.

Circle Yes or No to indicate whether this occurs.

☐ YES   ☐ NO

Asks a Question to Build Children's Interest

The reader asks the children at least one question before beginning to read the book to build the children's interest in the story. (*Ex: What do you think this book is about?*)

Circle Yes or No to indicate whether this occurs.

EBK: Module 6 (In-Service)

Demonstration of Practice

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

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Experience-Based Knowledge: Module 6

Module 6: Interactive and Dialogic Reading

Practica Course
(Undergraduate Seniors)

Sharon Palsha

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

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EBK: Module 6 (Pre-Service)

Students implemented dialogic reading in student teacher placements with entire class (Pre-K & K)

Commented on usefulness of planning handout

Self-assessment and faculty supervisor consultation using Handout 6.5

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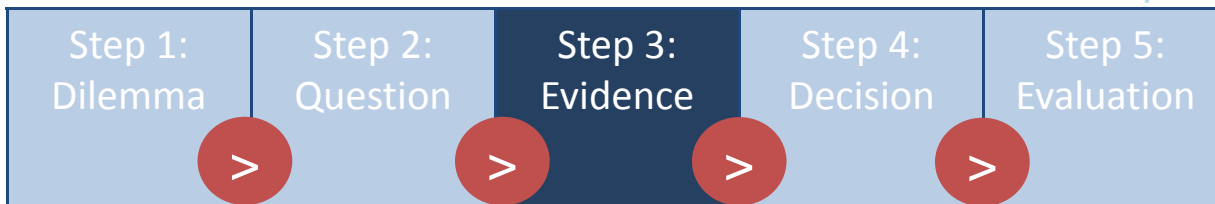FPG CHILD DEVELOPMENT INSTITUTE
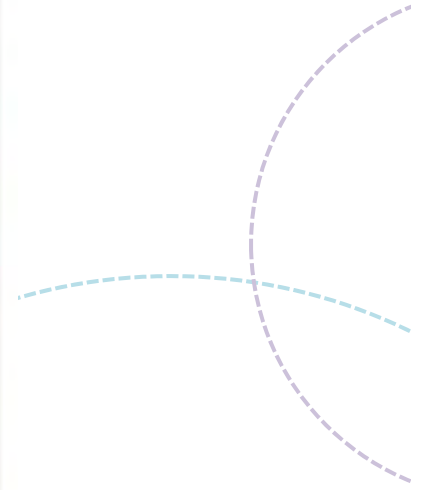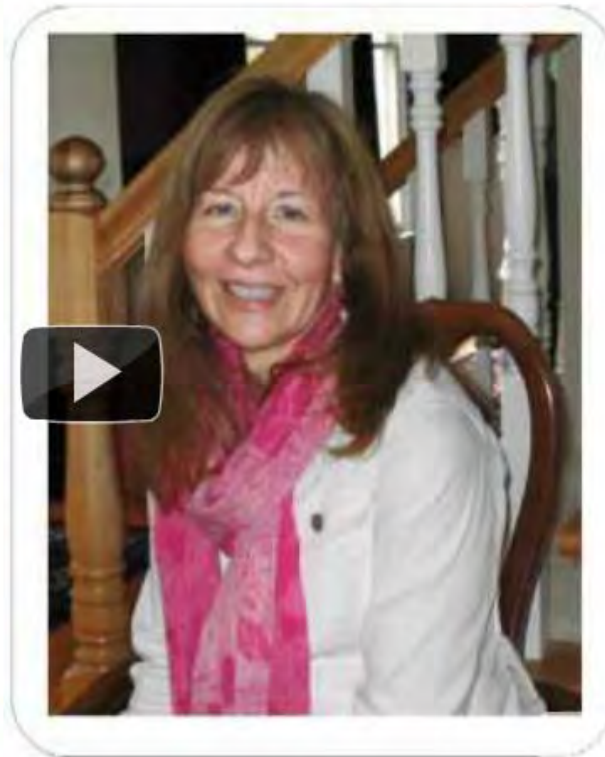
EBK: Module 6 (Pre-Service)

Student comment at our conference after she completed her second reading.

"Oh my gosh that was so much fun! I felt like I was in a conversation with the children about the book. The children were so engaged and had such great responses to my questions. I can't wait to do that again."

EBK: Module 6 (Pre-Service)

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

EBK: Module 6 (Pre-Service)

Instructor Guidance and Feedback

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

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EBK: Module 6 (Pre-Service)

Student comment from this fall after second reading.

" The children were so better engaged today because my reading was so much more intentional. I wasn't afraid to let them talk. In fact, it was exciting to hear their connections to the story."

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Another student comment from this fall after second reading.

"The planning form forced me to be more purposeful and intentional and helped me to understand all the many components needed to have a successful read aloud. I really have not focused on Distancing and now know why it is important to do so. "

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Handout 6.2

Book Selection for Dialogic Reading
Guidelines for Selecting Books for Young Children

Guidelines	Means ...
Appealing and Appropriate	Is the book appealing to young children? Is the content appropriate [d related to content, complexity, etc.)? Is the length appropriate and likely attention?
Alphabet Knowledge (and Early Writing)	Does the book encourage "talk" about the alphabet and its purpos reinforce letter names and sounds with multiple examples of word and sounds appropriately? Are letters represented in differen generalization?
Comprehension (N-Narrative and E-Expository text) (Listening and Understanding)	Does the book provide opportunities to ask a variety of quest implicit)? If it is a story, is it a good example to highlight simp sequencing, main idea, details, etc? For information text, do address early skills for understanding informational text? A pictures, headings, labels, charts, maps, table of content
Concepts About Print (Book Knowledge and Appreciation)	Does the book allow you to focus on word awareness, good example for modelling finger point reading? Is th appropriate?
Dialogue or Interaction	Is this a good source of discussion topics? Does participate by repeating phrases, conversing, an the book, etc?

Handout 6.3

CROWD Strategy Planning Sheet

Title:	
Author:	
	Illustrator:

Create at least 2 prompts for each category for your book that you can use to prompt and build upon children's language during dialogic reading. Include the page number that corresponds to the appropriate opportunity to use each prompt.

Completion- The reader creates an incomplete sentence to prompt the children to come up with the appropriate response (i.e. fill-in-the-blank). (Ex: Lily's purse is _____ and she brings it _____).

Recall- The reader asks a question designed to help children remember key elements of the story. (Ex: What happened when Jose went back to school? What was missing from Corduroy's overalls? How did Stephanie wear her hair?)

Open-ended- The reader asks a question or makes a statement that requires children to describe part of the story in their own words beyond just a "yes" or "no" response. (Ex: Tell me what you think is happening in this picture. How is Josie going to carry all of those apples?)

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

EBK: Module 6 (Pre-Service)

Handout 6.7

Read-Aloud Performance Feedback Tool

Learners should use Handout 6.5: Dialogic Reading Observation Form to evaluate their own videotaped dialogic reading session. Then, learners should give this form to their instructor to complete using Handout 6.5 and the videotaped dialogic reading session.

Name: _____

Title of Book: _____

Date of Dialogic Reading: _____

Student: _____ Grade Level: _____

Book Selection
Strengths:

Areas to Develop Further:

Introducing the Book
Strengths:

Areas to Develop F...

Dialogic Reading Observation Form

Introducing the Book

Title of the Book
The reader says the title of the book to the children before beginning the read aloud.

Author of the Book
The reader tells the children who the author of the book is before beginning the read aloud.

Asks a Question to Build Children's Interest
...reader asks the children at least one question before beginning to read the book... interest in the story. (Ex: What do you think this book is about?)

Circle Yes o... indicate whe... occu...

YES

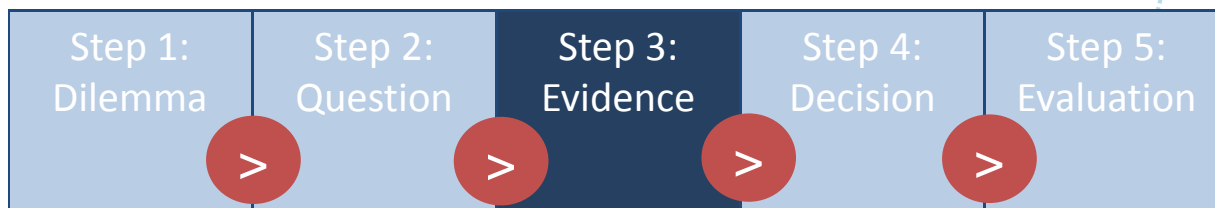| Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation
>	>	>	>	

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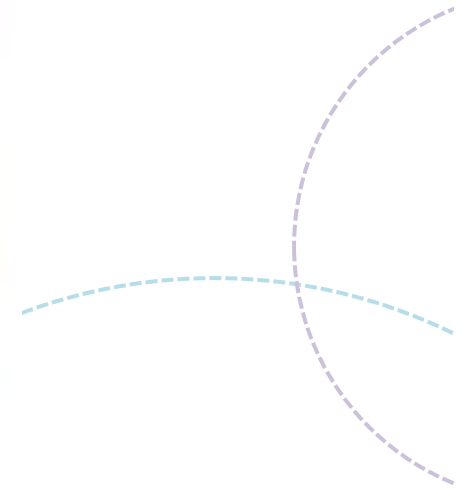FPG CHILD DEVELOPMENT INSTITUTE

Step 3: Evidence

- Research
- Policies
- Definition/Demonstration of Practice
- Experience-based knowledge

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

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Questions?

Step 4: Decision

Unique Perspectives & Contexts of the Dilemma

Evidence
- Research
- Policies
- Experience-based knowledge

Integrate →

Decision

- **Plan for implementation**
- **Identify, review and select strategies**

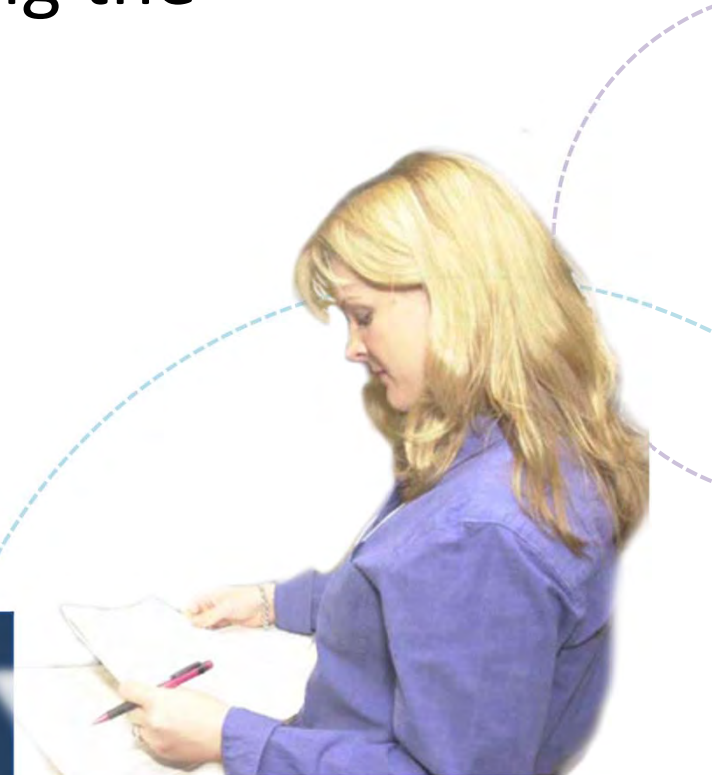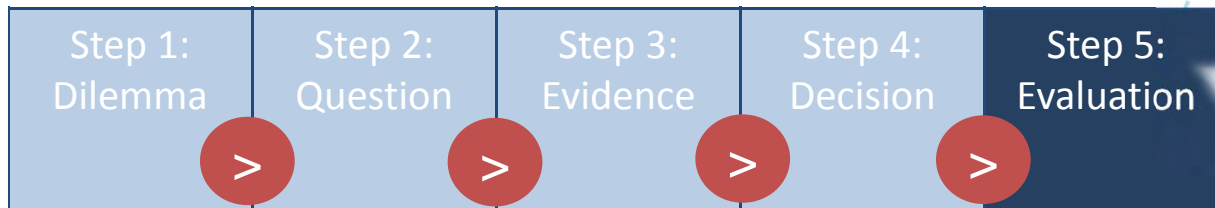| Step 1: Dilemma | Step 2: Question | Step 3: Evidence | Step 4: Decision | Step 5: Evaluation |

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Step 5: Evaluation

▪How do you plan on evaluating your students / participants after using the modules?
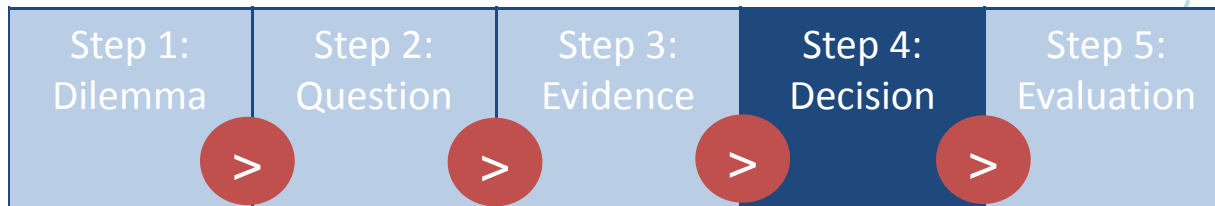
Role-Alike Group Work: Integrating Evidence, Making Decision, & Creating a Plan

- Faculty (1 group)
- PD Providers (3 groups)

What are your next steps in using the modules?

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

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IV. Closing and Evaluation

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Questions