An Evidence-Based Practice (EBP) Approach to Professional Development



Presented by:
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FPG Child Development Institute

Early Childhood 2010: Innovation for the Next Generation (EC2010) Washington, DC



Goals of Our Session

DEFINE EVIDENCE-BASED PRACTICE (EBP) EXPLORE
INCOPORATING
EBP into
professional
development
(PD)

APPLY TO YOUR
OWN WORK

Context: Increased Attention to PD Quality

Effective professional development

Increase in teachers' knowledge and use of evidence-based practice

Improved child and family outcomes

Context: Increased focus on evidencebased practice



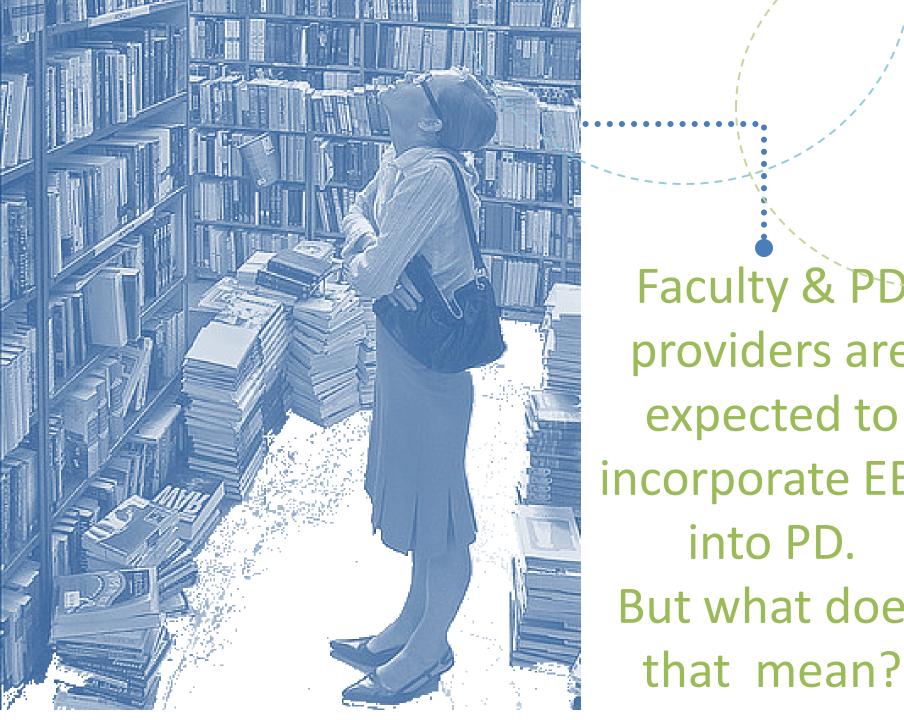
Practitioners
are expected
to use
evidencebased practice

Typical Amount of Content in Professional Development



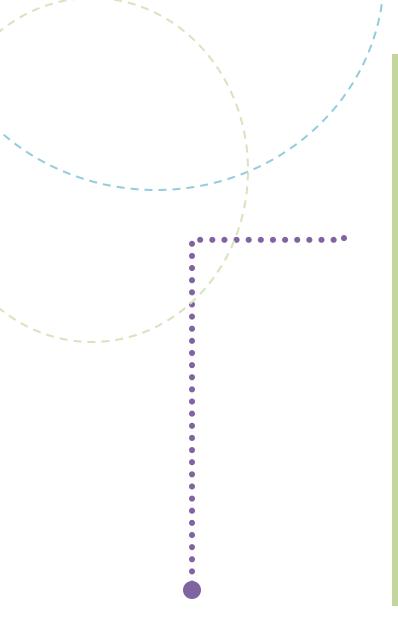
Adapted from Lambert, R.G., Sibley, A., & Lawrence, R.L. (in press). Choosing content. In S.B. Neuman (Ed.). *Preparing teachers for the early childhood classroom: Proven models and key principles.*Baltimore, MD: Brookes.





Faculty & PD providers are expected to incorporate EBP into PD. But what does

identifying specific research-based practices that have been validated through a rigorous review process



A decisionmaking process that integrates the best available research evidence with family & professional wisdom & values

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









CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge











A partnership between:







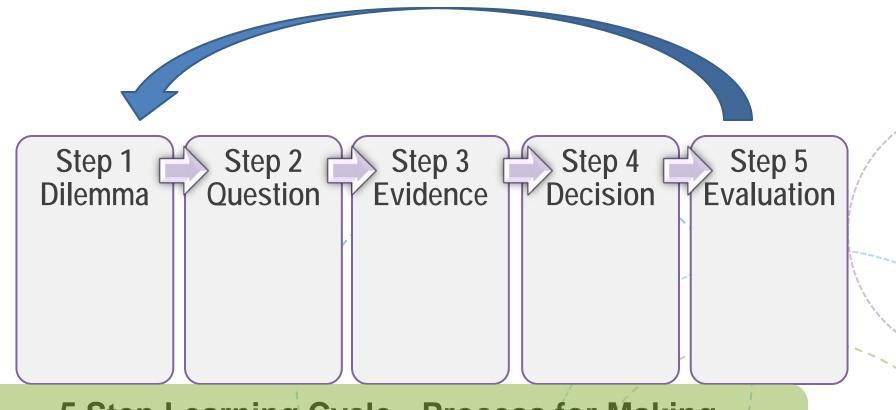




CONNECT Modules: Focused on Practices within Real Life Settings



An Approach for Incorporating EBP into PD



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



CONNECT Online Modules



CONNECT Modules



Learn about practices to solve dilemmas in early childhood settings.

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

Learner Modules >

Resource Library >

Instructor Community >

Help/FAQs >

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

GET CONNECTED

CONNECT Module news and announcements for instructors from the monthly newsletter "Professional Development on Inclusion eNews" subscribe



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



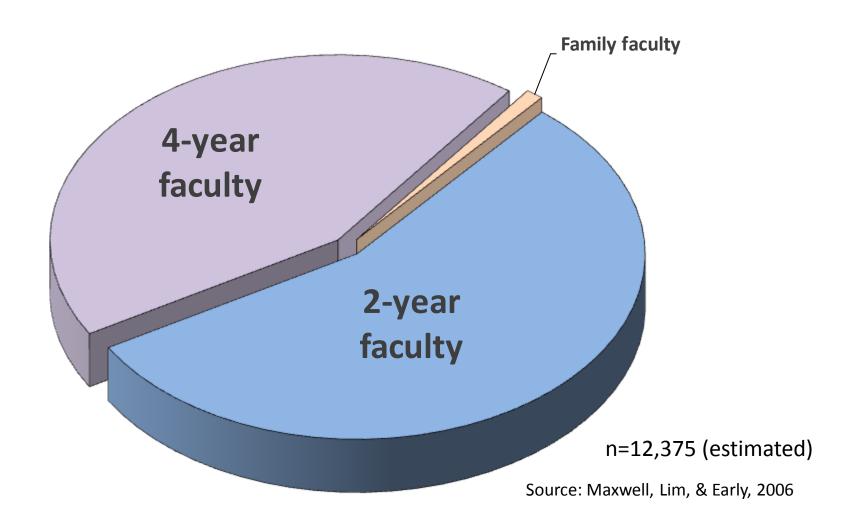
"The format was excellent! The video clips and following activities helped make the learning process very engaging for students."



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

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

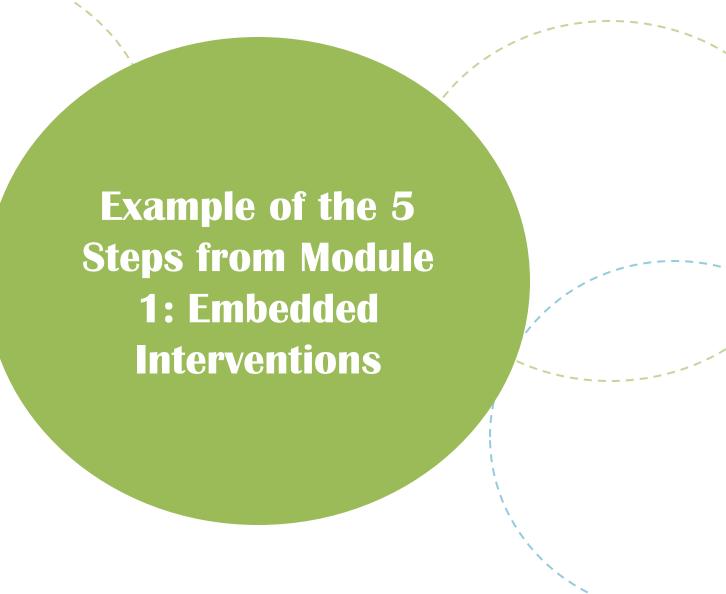
Our Primary Target Audience



Secondary Audience

Graduate faculty and other professional development providers who reach a variety of learners (e.g., consultants, supervisors, etc.)





Step 1: Dilemma



Step 1: Dilemma

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

Family's Perspective (Christine)

Step 2: Question



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

Step 2: Question Dilemma

Decision

Evaluation

Step 3: General Evidence



- Definition & demonstration of practice
- 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 1.8: Routine in the community – going to the store



Video 1.12: Routine in a program – rolling with friends

Video Examples of Embedded Interventions



Video 1.18: Using Video for REALLY Watching

Step 1: Dilemma Step 2: Question Step 3: Evidence

Step 4: Decision > Step 5

Evaluation





RESEARCHERS at the University of Florida analyzed 36 research studies on embedded

- 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 prekindergarten 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,

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





Jackie

Child Care Teacher

Policy Advisory The Law on Inclusive Education

ONis the principle that supports the education of children with disabilities alongside the ed pees rather than separately. Both the Americans with Disabilities Act (ADA) and Section 504 of the ed peers rainer man separately. Som the Americans with Disabilities Act (AUA) and Section July of the Conference of the on моц (эес. элч) require schools and agencies to provide equal educational opportunities for chities. Eversinge Brown v. Board of Education held that separate was not equal, inclusion has been equipment to provide equal educational opportunities. But the primary source for the inclusion of the inclus equiement to provide equal educational opportunities. But the primary source for the inclusion is the inclinidate with Disabilities Education Act or IDEA, IDEA not only supports equal educational it specifically requires schools to support inclusion of children with disabilities through the least In specificary requires scription of support inclusion of criteria with dissentates mough the release and natural environment mandales. For preschool and school age children (ages 3-21), IDEA requires natural environment mandates, For presonod and school age children (ages 3-21), furth requires disabilities be educated in the fleast restrictive environment (§14.12(a)(5) and §14.13(a)(1)). For dies (ages 0-3) with disabilities, IDEA promotes the use of "natural environments" for early

lusion in schools

ustified as part of equal unities, in enacting IDEA (and in avision of the law) Congress has benefits of inclusion. Section

s of research and 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 noneducational benefits to inclusion that are important b the quality of life of children with disabilities—such as the opportunity to make friends and increase acceptance among their peers (Daniel RR. v. State acceptance among their years (wanter run, v. olan Bd. of Educ., 1989; Saciamento 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 w involve?

Inclusion is not specific supported through the e restrictive and natural er Together these requirem

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 (NA EYC) 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

Rud Turnbull Director of Beach Center on Disability

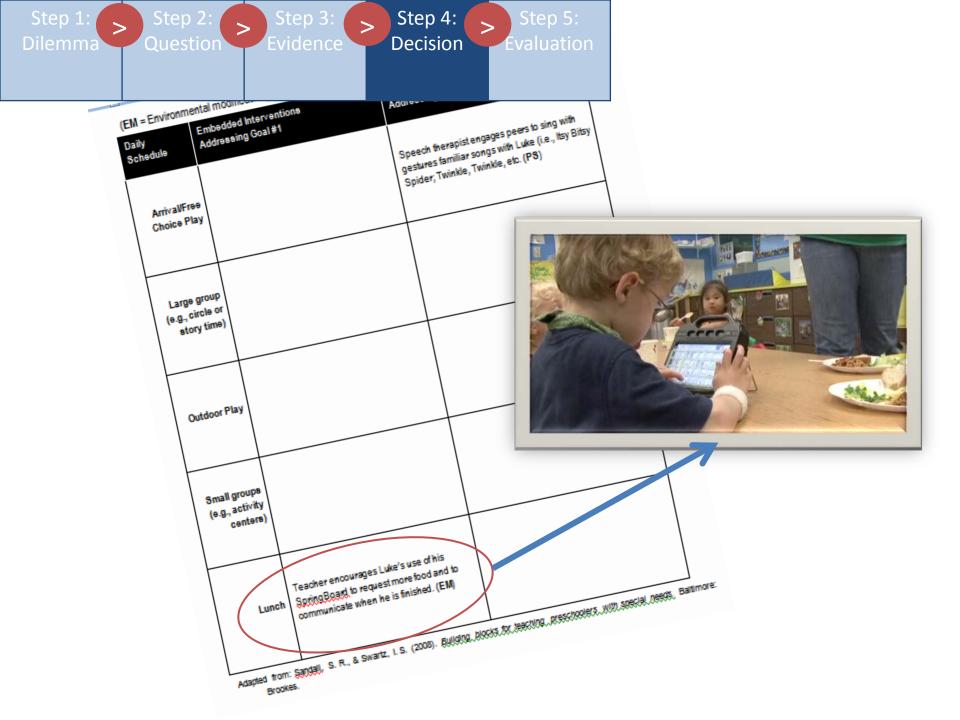
CONNECT - 2009 http://community.fpg.unc.edu/

Step 4: Decision

Evidence Research Policies Experience-based knowledge Integrate Decision

Step 1: Step 2: Step 3: Step 4: Step 5: Decision Evaluation

of the Dilemma



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.











CONNECT Module 1 Resources

21 video clips | 5 audio clips | 14 handouts | 14 activities 14 alternate activities | 28 instructors' activity guides









A partnership between:













Partnership Re-purposed Resources







Child Care & Early Education RESEARCH CONNECTIONS

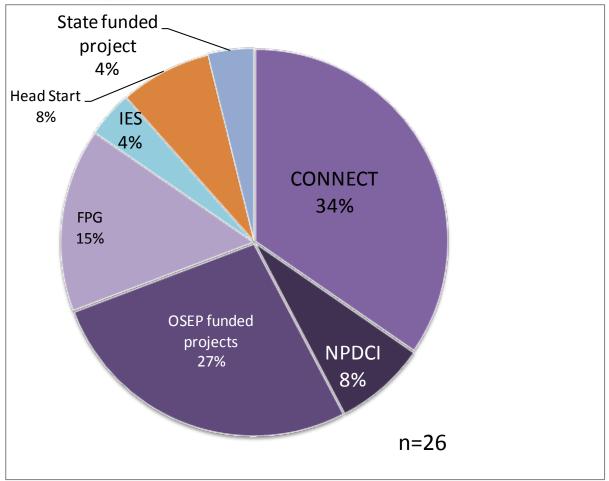












65% of assets were repurposed from existing resources.

^{*}The above resources include video clips, documents, and research syntheses but not photos.

Instructors' Support

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 3-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 major CONNECT Module site sections. pdf version - "Getting Started:" CONNECT Modules Website Guide"

Stay connected: Subscript to Newsletter (by email) | Subscribe to Blog (by RSS feed)

Help/FAQs

Frequently asked guestions and help documents for Instructi

Discussion Board

A place for instructors to ask questions and share ideas with other instructors and CONNECT staff. Current discussions:

Module Usage | Textbooks

Learn more about EBP

Instructor Dashboards

nepages for each module. They contain links to all learner materials, including: activity guides, personnel preparation nd outcomes, and downloadable versions of videos and audio

terventions

[view all discussions]

a practice of embedded interventions to help children. participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Additional Instructor Resources

Learner Modules Section I 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 guick overview of Go to Module 1 >



COMING SOON



- Transition August, 2010
- Communication for Collaboration –Fall, 2010
- Family- Professional Partnerships
- Assistive Technology
- Tiered Approaches
 - Social emotional
 - Académic practices

How EBP is Incorporated into PD

- Provides best available research on a specific practice
- Builds evidence-based decision-making skills
- Reflects research on effective PD
 - Practice -focused rather than general content
 - Actively engages learners
 - Includes strategies for guidance and feedback to learners
 - Aligns with standards, curricula & assessments



Small Group Discussion



How are PD providers and faculty in your state/community embedding EBP into professional development? How might CONNECT help them?



Ann Turnbull

Making a Significant & Sustainable Difference in Quality of Life

Beach Center on Disability



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



UNC
FPG CHILD DEVELOPMENT INSTITUTE

Beth Rous & Patti





Dawn Ellis
Office of Special Education Programs



Thank You

