Question?
Comments?

USE THE CHAT BOX

Press “*6” to mute your phone
QUICK POLL
Goals of Our Session

- TOUR CONNECT MODULES SITE
- LEARN MORE ABOUT INSTRUCTOR SUPPORT MATERIALS
- ASK QUESTIONS
CONNECT Staff in the Room Today

Pam Winton
University of North Carolina

Jonathan Green
University of North Carolina

Dale Epstein
University of North Carolina

Chih-Ing Lim
University of North Carolina
Webinar Co-Sponsor

Alison Lutton
Senior Director
Higher Education Accreditation & Program Support

naeyc®
Webinar Co-Sponsor

Carrie Nepstad
President, The Associate Degree Early Childhood Teacher Educators – ACCESS to Shared Knowledge and Practice
Asst. Professor, Harold Washington College
Webinar Co-Sponsor

Debra Torrence
Executive Director, North Carolina Institute for Child Development Professionals
Based on the registration details...

### Primary Roles

<table>
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<th>Role</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2-year and 4-year faculty</td>
<td>29</td>
</tr>
<tr>
<td>Other PD providers</td>
<td>64</td>
</tr>
<tr>
<td>Practitioners, families and others</td>
<td>7</td>
</tr>
</tbody>
</table>
QUICK POLL RESULTS
CONNECT Modules: Practice-focused approach

Research-Based Practices
Our Target Audience

• 2-year and 4-year college faculty

• Other professional development providers
Innovation: An Approach for Incorporating Evidence-Based Practice into PD

5-Step Learning Cycle™ - Process for Making Evidence-Based Practice Decisions
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 Instruction
- Portuguese translation of Module 1
Click through with Dale & Chih-Ing

Go to http://community.fpg.unc.edu/connect-modules
For Learners

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 >
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.

Module Dashboard

Select a step from the 5-Step Learning Cycle to view the description.

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.
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.

Module Dashboard

Introduction

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

Summary and Wrap Up

References and Credits

Supplemental Materials

Personnel Preparation Standards

OSEP Indicators and Outcomes

Select a step from the 5-Step Learning Cycle to view the description.

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.

Activities

Handouts

Videos

Audio
Introduction

Welcome to the module on family-professional partnerships developed by CONNECT. This module builds on the basic communication practices you learned in Module 3 and extends to partnership-oriented practices designed to promote trusting partnerships with families. Similar to basic communication skills, partnership-oriented practices require ongoing practice, reflection, and feedback to improve effectiveness in developing trusting partnerships with families.
Introduction

Welcome to the module on family-professional partnerships developed by CONNECT. This module builds on the basic communication practices you learned in Module 3 and extends to partnership-oriented practices designed to promote trusting partnerships with families. Similar to basic communication skills, partnership-oriented practices require ongoing practice, reflection, and feedback to improve effectiveness in developing trusting partnerships with families.

< Module 4: Family-Professional Partnerships Learning Cycle >
Step 1: Dilemma

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.

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.)
Step 1: Dilemma

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.

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For Instructors

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.

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.

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.

Module 4: Family-Professional Partnerships

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

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.
For Instructors

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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.

Instructor Dashboard

Click on a step from the 5-Step Learning Cycle to view the description.

In Step 1, learners watch videos portraying the real world dilemma of how a father and teacher work together to develop a trusting partnership. Learners are asked to describe the dilemma in an activity following the videos.
Personnel Preparation Standards

The content and resources of Module 4: Family-Professional Partnerships 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)

DEC = Division for Early Childhood

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs

NAEYC = National Association for the Education of Young Children

Learning Objectives for Module 4: Family-Professional Partnerships

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

1. Describe effective practices for developing trusting family-professional partnerships in the context of early education and intervention.

2. Use a decision-making process to select partnership-oriented practices linked to specific purposes of building respect, strengths orientation, high expectations, commitment and advocacy.

CONNECT - 2010
http://community.fpg.unc.edu/
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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Instructor Dashboard

Click on a step from the 5 Step Learning Cycle to view the description.

Activities & Guides

Handouts

Videos

Audio

CONNECT
Module 4: Family-Professional Partnerships

Learning Objectives

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- 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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Step 1: Dilemma

Step 2: Question

Step 3: Evidence

Activity 4.3a: Reflect on your partnerships with professionals [Word document]
  - Activity Guide 4.3a: Reflect on your partnerships with professionals [Level-Intermediate]

Activity 4.4a: Identify video examples of developing an initial friendly relationship (beginning ground) [Word document]
  - Activity Guide 4.4a: Identify video examples of developing an initial friendly relationship (beginning ground) [Level-Intermediate]
  - Activity Guide 4.4b: Reflect on learning about developing an initial friendly relationship (beginning ground) [Level-Advanced]
Apply the research to practice

Objective(s)
Learners describe the relevance of a research summary to a dilemma presented earlier in the module.

Description
In this activity, learners apply information from a research summary to a specific context.

Required Materials/Resources
Learner Materials
- Handout 4.4: Research Summary on Family-Centered Helping Practices
- Audio 4.1: Perspectives of Dr. Beth Harry

Detailed Facilitator Instructions
1. Provide learners with Handout 4.4: Research Summary on Family-Centered Helping Practices.
2. Ask learners to respond to questions 1-3 on the form.
3. Provide learners with Audio 4.1: Perspectives of Dr. Beth Harry.
4. Ask learners to respond to question 4 on the form.
5. Provide feedback.

Suggested Assessment
1. Family-centered helping practices found to be associated with positive family outcomes are:
   - A single definition is not provided in the research literature.
   - Examples of family-centered helping practices include treating families with dignity and respect, sharing relevant information so that families can make informed decisions, offering families choices regarding their involvement in the provision of services, and forming partnerships with families and working collaboratively with them.

2. Relevance of research findings to context portrayed in dilemma is:
   - The research sample included almost 90% mothers rather than fathers, and only 7% of the participants were African American.
   - However, early childhood practitioners and preschool settings were among the professionals and settings included in these studies.

3. Similarities and differences between families in research summary and Aaron and his family are:
   - Aaron is a single father who has experienced long-term economic challenges, but there are no data from the studies on the socioeconomic status of the families, which is noteworthy because families who
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 cycle, click on the step to read the descriptions below or watch the video clip: CONNECT Modules: 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.

**VIDEO CLIP: CONNECT Modules 5-Step Learning Cycle™**

(140 minutes)
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
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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

Module Resources for Instructors
- Textbooks that align with CONNECT Modules
- Courses in which faculty have embedded CONNECT Modules
- Overview of CONNECT Module Development, Design, Evaluation and Implementation
- Personnel Preparation Standards & CONNECT Modules
- Brief descriptions of the CONNECT Modules

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Getting Started?

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

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](#)
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# CONNECT Module Discussions

## Featured Discussions

**CONNECT Module 5: Assistive Technology Interventions in an Online Course**

*By Kathy Allen*

How have you engaged students to learn about effective practices in an online environment? Kathy Allen from Blue Ridge Community College shares her experiences on using CONNECT Module 5 with her students. Read about what she did and share your examples.

[Read More and Comment](#)

**NC B-K Consortium CONNECT Workshop Discussion Board**

*By CONNECT Team*

The recent CONNECT workshop at the NC B-K consortium was a terrific way to dive deeper into using the modules. The CONNECT team so much enjoyed meeting everyone and hearing people who have used the modules share their experiences. Let’s keep the conversation going!

[Read More and Comment](#)

## Discussions by CONNECT Module

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<td>Communication for Collaboration</td>
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- **Module 1**
  - *Embedding Module 1 into an In-Service Setting*
    *by Sandy Gintner and Linda Robinson (10+ comments)*
    *Setting: In-Service*
    *Primary discipline: Early childhood special education*
    *Format: Face-to-Fac*

- **Module 2**
  - *Transition and Therapy Services*
    *by Christine Myers (20+ comments)*
    *Setting: 4-year IHE*
    *Primary discipline: Occupational Therapy*

- **Module 3**
  - *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*

- **Module 4**
  - *Using Module 4 Family-Professional Partnerships to Enhance Students’ Understanding of Families and the NAEYC Professional Preparation Standards*
    *by Nancy Graumien (30+ comments)*
    *Setting: 2-year IHE Primary discipline: Early childhood Course: Young Children with Special Needs*
    *Format: Face-to-Face*
Instructor Supports

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- Personnel Preparation Standards & CONNECT Modules
- Brief descriptions of the CONNECT Modules

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Tips and Techniques>
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Tips and Techniques

Using the Instructor Dashboard

Need a hand in preparing for your course or professional development session? Look no further - Dashboards are here to help. Dashboards are instructor homepages for each module. You will find:

1) Activity guides that include facilitation tips and recommended assessments,

2) Personnel preparation standards that correspond to each module,

3) OSEP indicators and outcomes that correspond to each module, and

4) Downloadable versions of video and audio clips.

BE PREPARED! If you don’t have an internet connection in your classroom, download videos and audio clips in advance.

Instructor Dashboards for each module are located in the “For Instructors” section of the website.

How the Modules are Being Used

Learn how four faculty used CONNECT modules in a variety of ways.

<table>
<thead>
<tr>
<th>Johnna Darragh</th>
<th>Susan Fowler</th>
<th>Nancy Grausam</th>
<th>Nadya Pancsofar</th>
</tr>
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<tr>
<td>Professor and Former Dean of College of Education</td>
<td>Professor</td>
<td>Assistant Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Heartland Community College</td>
<td>University of Illinois at Champaign-Urbana</td>
<td>Pennsylvania College of Technology</td>
<td>The College of New Jersey</td>
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</table>

Johnna shares how she’s used Module 2: Transition with her Associate’s degree students.

Susan shares how she’s used Module 3: Communication for Collaboration with her graduate level students.

Nancy shares how she’s used Module 1: Embedded Interventions with her Associate’s degree students.

Nadya shares how she’s used Module 1: Embedded Interventions with both her Bachelor’s and Master’s degree students.
Instructor Supports

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## Brief Descriptions of the CONNECT Modules

### Embedded Interventions

Embedded interventions are strategies that address specific learning goals within the context of daily routines, transitions, and supports, including activities such as literacy, math, science, social-emotional, and personal development. These interventions include:

1. **Early Childhood Preparation Programs**: These programs are designed to prepare children for kindergarten and beyond by focusing on foundational skills in language, literacy, and social-emotional development.
2. **Teaching Exceptional Children**: This module focuses on instructional strategies and adaptations for students with disabilities to ensure they receive a high-quality education.
3. **Exceptional Education**: This focuses on providing support and instruction to students with disabilities in inclusive settings.
4. **Blended and Inclusive Settings**: This involves integrating students with disabilities into regular classrooms.
5. **except for early childhood education**: This focuses on supporting early childhood educators in developing inclusive practices.

### Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

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<th>CEC / DEC Initial Standards</th>
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<tr>
<td><strong>NAEYC Core Standards</strong> for In-Service and Advanced Early Childhood Preparation Programs</td>
<td></td>
<td>Knowledge and Skill Set for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)</td>
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<tr>
<td></td>
<td>1b. Developing effective relationships with families and communities.</td>
<td>CEC 54: Adapting practices to meet the needs of children with disabilities.</td>
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<tr>
<td><strong>NAEYC Standard 3</strong>: Developing a Multicultural Perspective</td>
<td>3a. Engaging in critical, collaborative learning to inform practice.</td>
<td>CEC 59: Engaging in professional development that promotes cultural competence.</td>
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**FPG Child Development Institute**
CONNECT Modules
CONNECT: The Center to Mobilize Early Childhood Knowledge

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".

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

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

INSTRUCTOR SUPPORTS
View additional supports for instructors.

Discussions
CONNECT Module 5: Assistive Technology Interventions in an Online Course
How have you engaged students to learn about effective practices in an online environment? Kathy Allen from Blue Ridge Community College shares her experience on using CONNECT Module 5 with her students. Read more...

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Join Us for a FREE Introductory Webinar to Tour Our Newly Redesigned Website
Read more...
CONNECT Module 8: Dialogic Reading Practices
Meet Trenton, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class. Read more...

Survey Question
Please take a moment to take a one question survey to let us know a little about you.

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Resource Library

The Resource Library allows you to browse through all of the learner module resources consisting of documents and media files. You can search by keywords (age, content area, etc.) for specific resources using the Keyword Search. Use the Guided Search to search for resources by module, step within the module, or tag. Both searches return results that allow for advanced search options found in the right column of the Resource Library page.

Keyword search

Guided search

Click a term to initiate a search.

**Resource Type**

- Activity (77)
- Video (52)
- Handout (66)
- Audio (38)

**Module**

- Module 1: Embedded Interventions (55)
- Module 2: Transition (40)
- Module 3: Communication for Collaboration (29)
- Module 4: Family-Professional Partnerships (55)
- Module 5: Assistive Technology Interventions (51)
- Module 6: Dialogic Reading Practices (34)

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- embedded interventions (54)
- collaboration (53)
- communication (53)
- age 3-8 (45)
- center-based (39)
- transition (38)
- planning and facilitation tools (24)
- partnership-oriented practices (23)
- peer support (17)
- home-based (15)
- research (15)
- age 0-3 (14)
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Resource Library

The Resource Library allows you to browse through all of the learner module resources consisting of documents and media files. You can search by keywords (age, content area, etc.) for specific resources using the Keyword Search. Use the Guided Search to search for resources by module, step within the module, or tags. Each search returns results that allow for advanced search options found in the right column of the Resource Library page.

Keyword search

Guided search

Click a term to initiate a search.

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Resource Library Help / Frequently Asked Questions

Tour this site through Video Quick Tours, which are brief guided tours of the CONNECT site. For a tour of the Modules section and more general website help, please visit Site Help / Frequently Asked Questions.

Video Quick Tour

In this video, you will be taken on a tour of the resource library, which houses all the videos, audio clips, activities and handouts for the CONNECT modules.

Frequently Asked Questions (FAQs)

Module Resources FAQs contains frequently asked questions about video, audio, and document resources found on the CONNECT Modules website.
Email: connect@unc.edu
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Transforming Your Professional Development: Applying an Evidence-based Practice Approach

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http://inclusioninstitute.fpg.unc.edu/pre-conference
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Pose a question, share your ideas at:
http://community.fpg.unc.edu/discussions/connect-modules

Got tech questions? Contact us at: connect@unc.edu
Questions