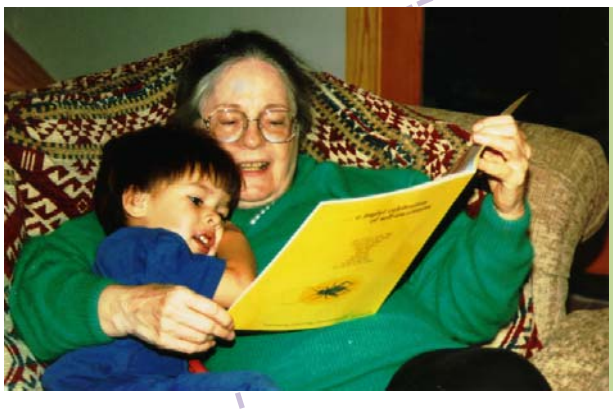

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Associate Degree Early Childhood Teacher Educators — access to shared knowledge and practices

Institute for Child Development Professionals

February 17, 2012, 2:00 pm – 2:30 pm EST.

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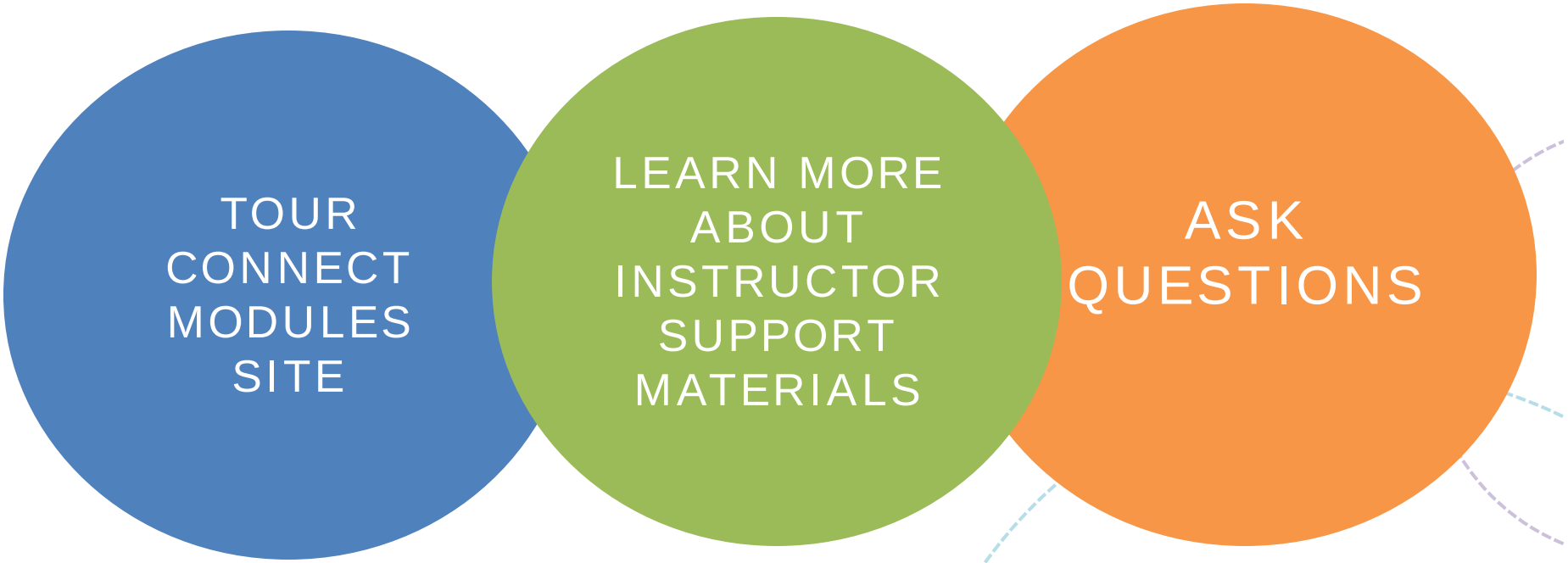

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UNC FPG CHILD DEVELOPMENT INSTITUTE

UNIVERSITY OF KENTUCKY

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University of North Carolina

Dale Epstein
University of North Carolina

Jonathan Green
University of North Carolina

Chih-Ing Lim
University of North Carolina

Beth Rous
University of Kentucky

Cici Sidor
University of North Carolina

Patti Singleton
University of Kentucky

Pam Winton
University of North Carolina

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North Carolina

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University of
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University of
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Alison Lutton
Senior Director
Higher Education Accreditation &
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Carrie Nepstad
President, The Associate Degree Early Childhood Teacher Educators – ACCESS to Shared Knowledge and Practice
Asst. Professor, Harold Washington College

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Debra Torrence
Executive Director, North Carolina Institute for Child Development Professionals

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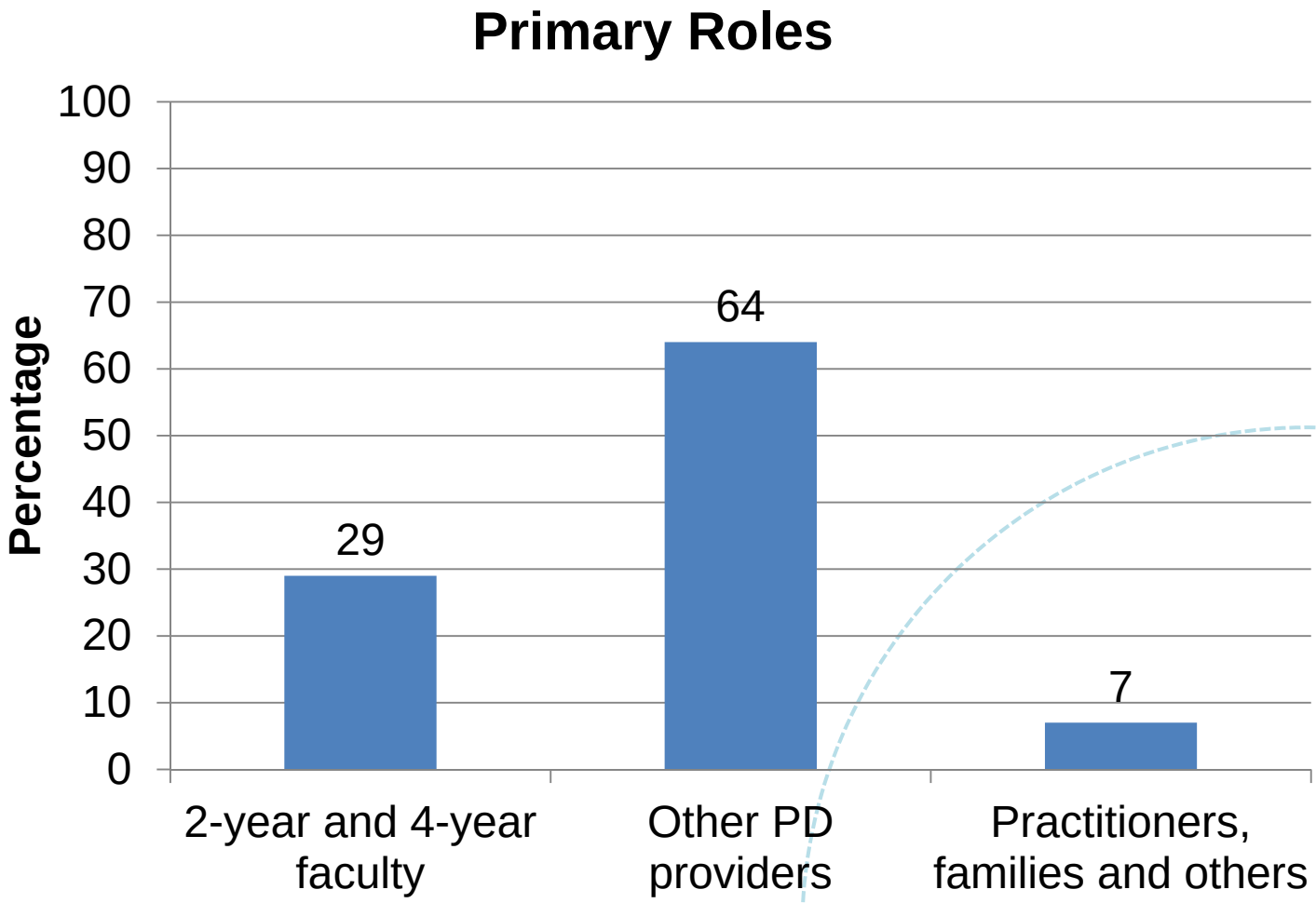

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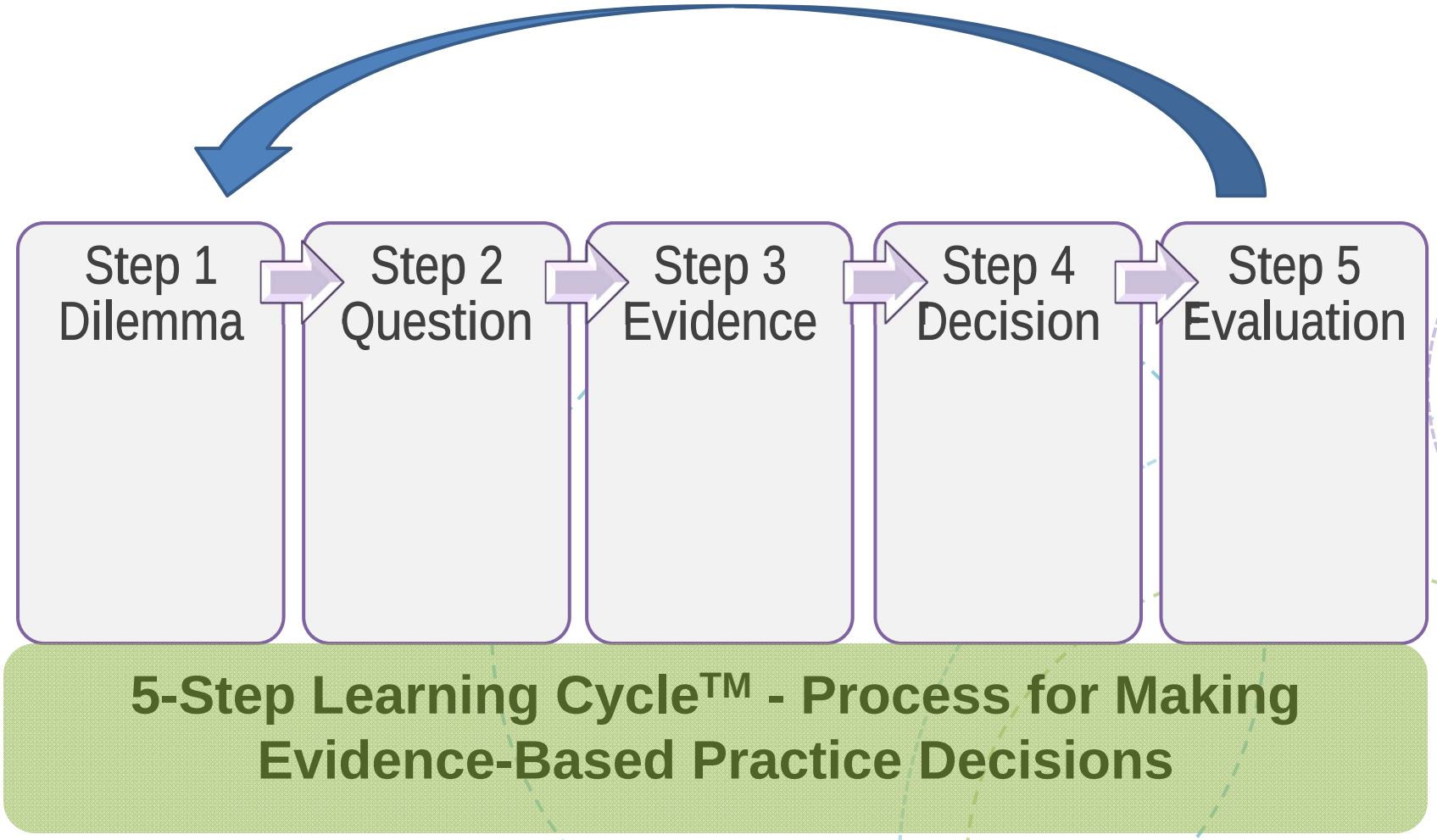
CONNECT Modules: Practice-focused approach

Our Target Audience

- 2-year and 4-year college faculty
- Other professional development providers

Innovation: An Approach for Incorporating Evidence-Based Practice into PD



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

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Also available in Spanish >

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Learn about practices to solve dilemmas in early childhood settings

Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively.

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Module 4: Family-Professional Partnerships

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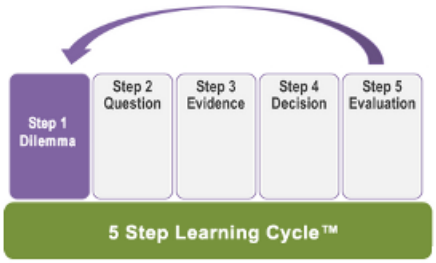

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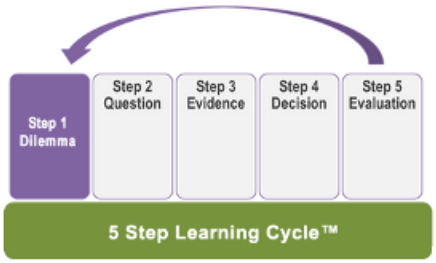

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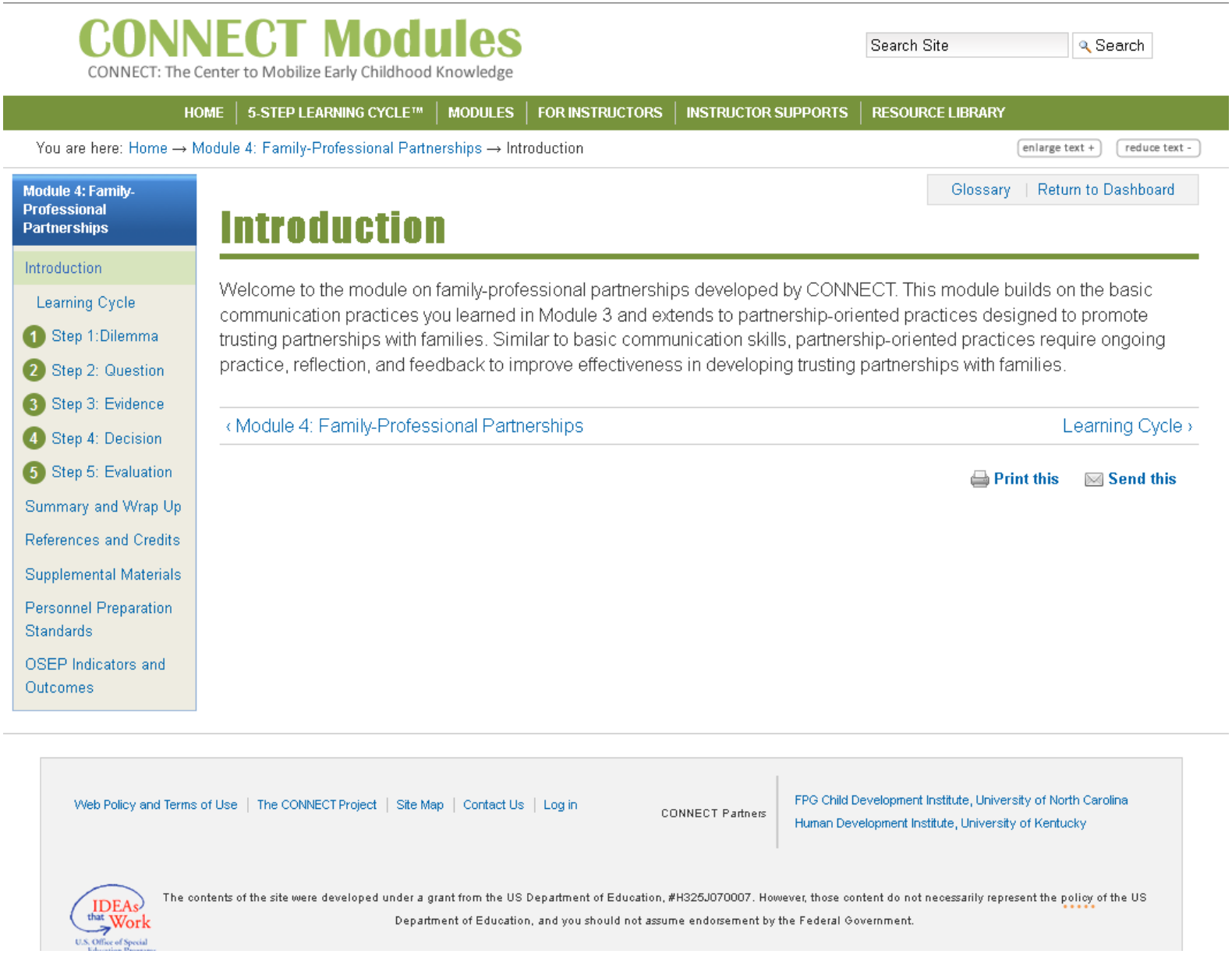

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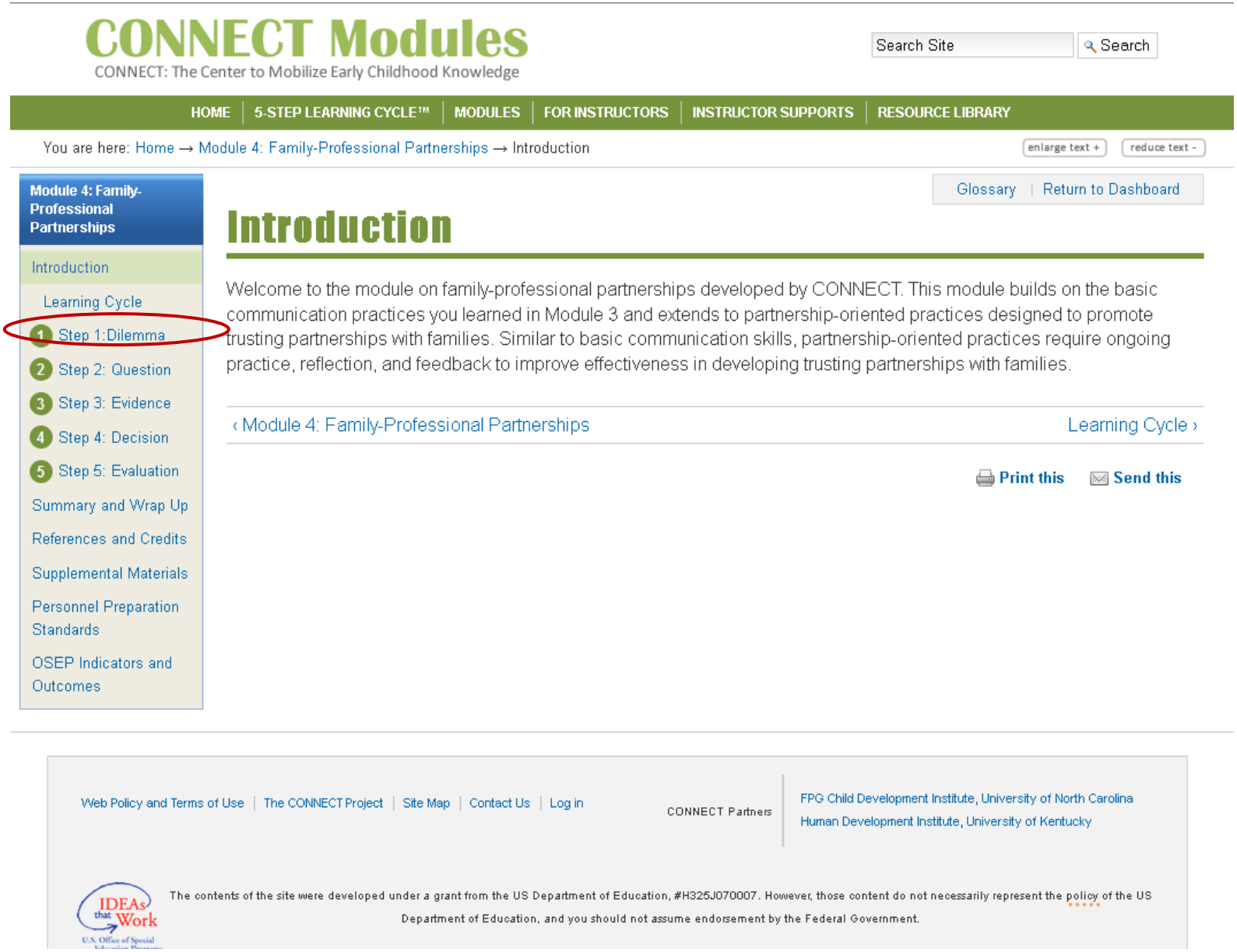
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Meet China. She is a teacher in an NAEYC accredited program that serves children birth through five years of age. China's program is a large full-day community child care center. She has become concerned about Aaron, a four-year-old boy in her classroom.

Activities

Activity 4.1a: Describe the dilemma

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.)

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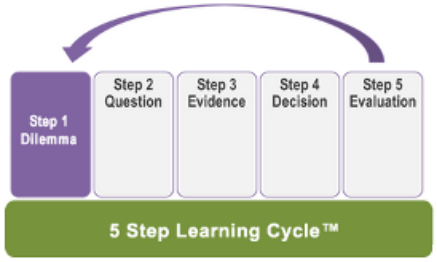

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Activities & Guides

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Audio

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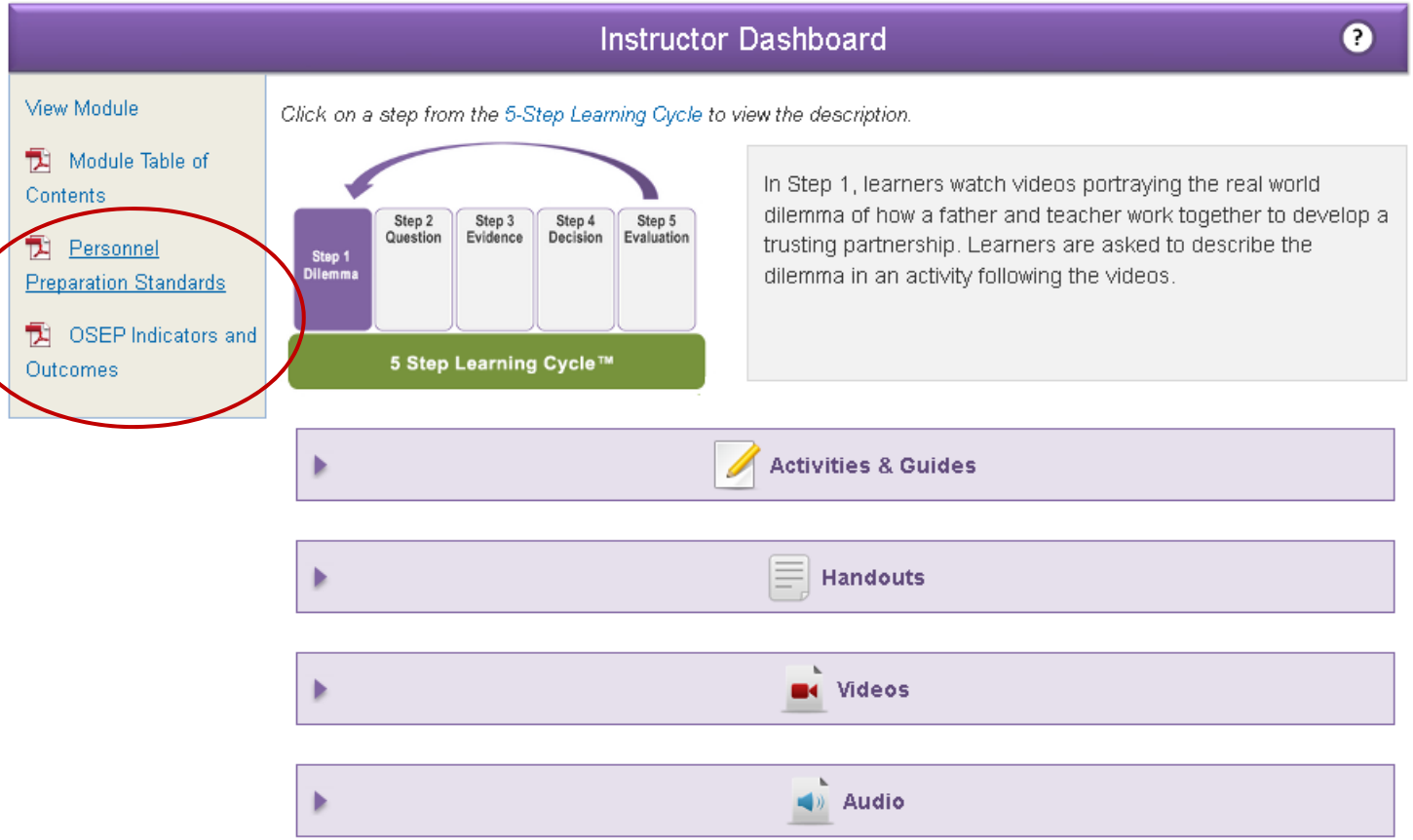

Personnel Preparation Standards

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)

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 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.

Glossary

Module 4: Family-Professional Partnerships

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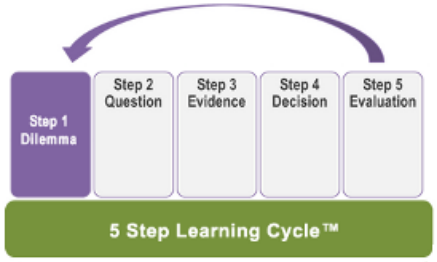

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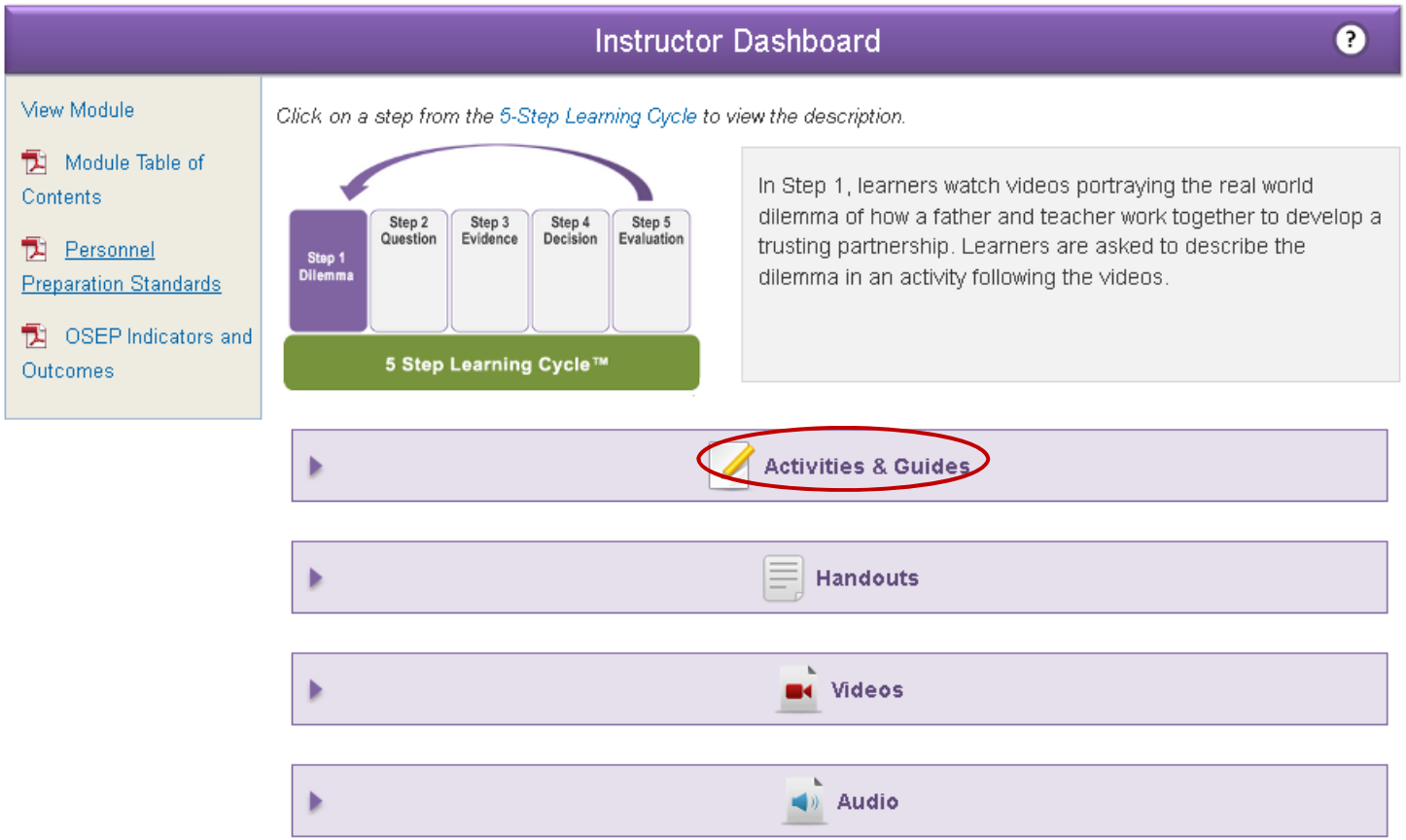

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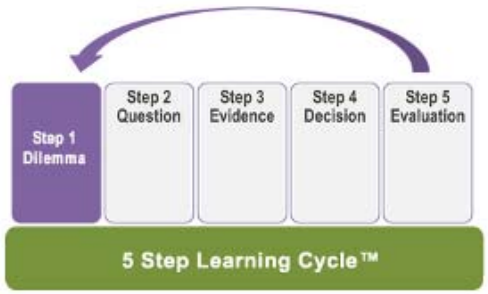

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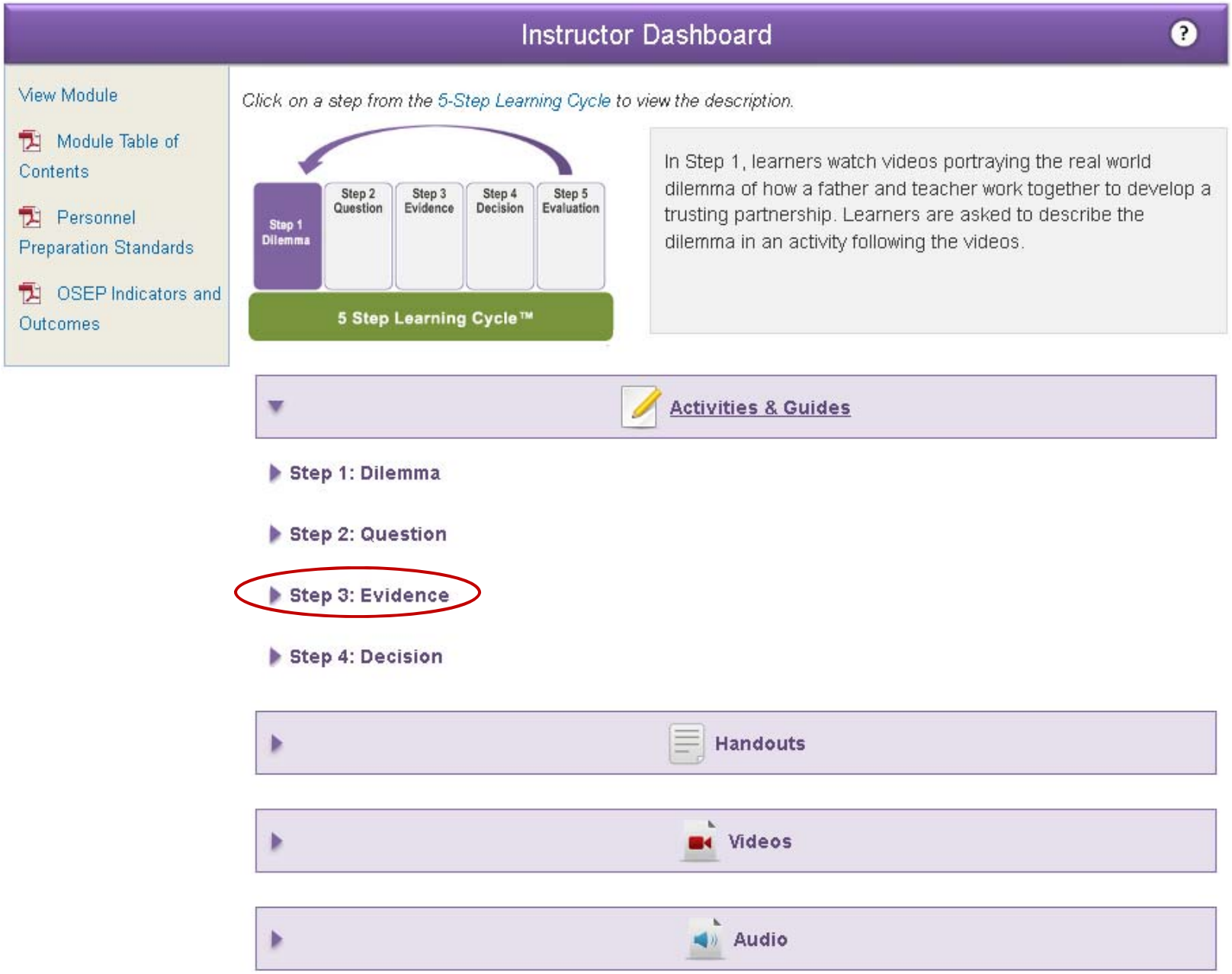
Videos

Audio


Instructor Dashboard
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Module Table of Contents
Personnel Preparation Standards
OSEP Indicators and Outcomes
Click on a step from the 5-Step Learning Cycle to view the description.
Step 1 Dilemma
Step 2 Question
Step 3 Evidence
Step 4 Decision
Step 5 Evaluation
5 Step Learning Cycle™
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.
Activities & Guides
Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Handouts
Videos
Audio

Instructor Dashboard

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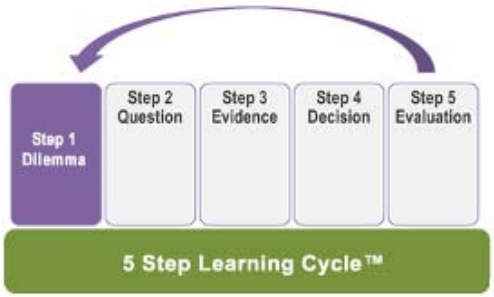
Module Table of Contents

Personnel Preparation Standards

OSEP Indicators and Outcomes

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.

Activities & Guides

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

Name _____ Date _____

To complete this activity form electronically, remember to first save your file. If you need further assistance, see the Help & FAQs on pdfs.

Instructions

Read Handout 4.4: Research Summary on Family-Centered Helpgiving Practices. Be prepared to di
written responses to the following questions.

1. List the family-centered helpgiving practices studied through research that were found to be ass
   positive family outcomes.

2. How relevant are the research findings to the context portrayed in the dilemma?

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 Helpgiving Practices
- Audio 4.1: Perspectives of Dr. Beth Harry

This activity is part of Module 4: Family-Professional Partnerships. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method
Discovery

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

20-35 minutes for learner activity

Learner Form
Activity 4.8a

Detailed Facilitator Instructions

1. Provide learners with Handout 4.4: Research Summary on Family-Centered Helpgiving Practices.
2. Ask learners to respond to questions 1-3 on the form.
3. Provide learners with Audio 4.2: Perspectives of Dr. Beth Harry
4. Ask learners to respond to question 4 on the form.
5. Provide feedback.

Suggested Assessment

1. Family-centered helpgiving practices found to be associated with positive family outcomes are:
   - A single definition is not provided in the research literature.
   - Examples of family-centered helpgiving 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. Relevancy 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

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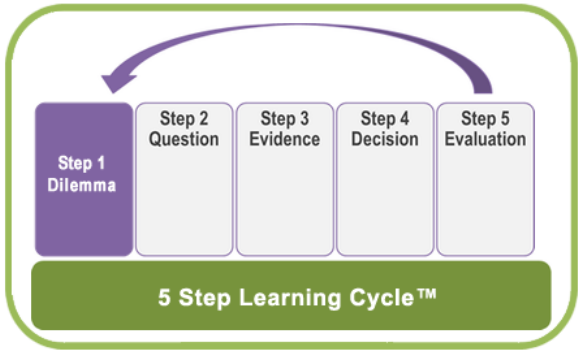
5-Step Learning Cycle™

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™

(1:40 minutes)

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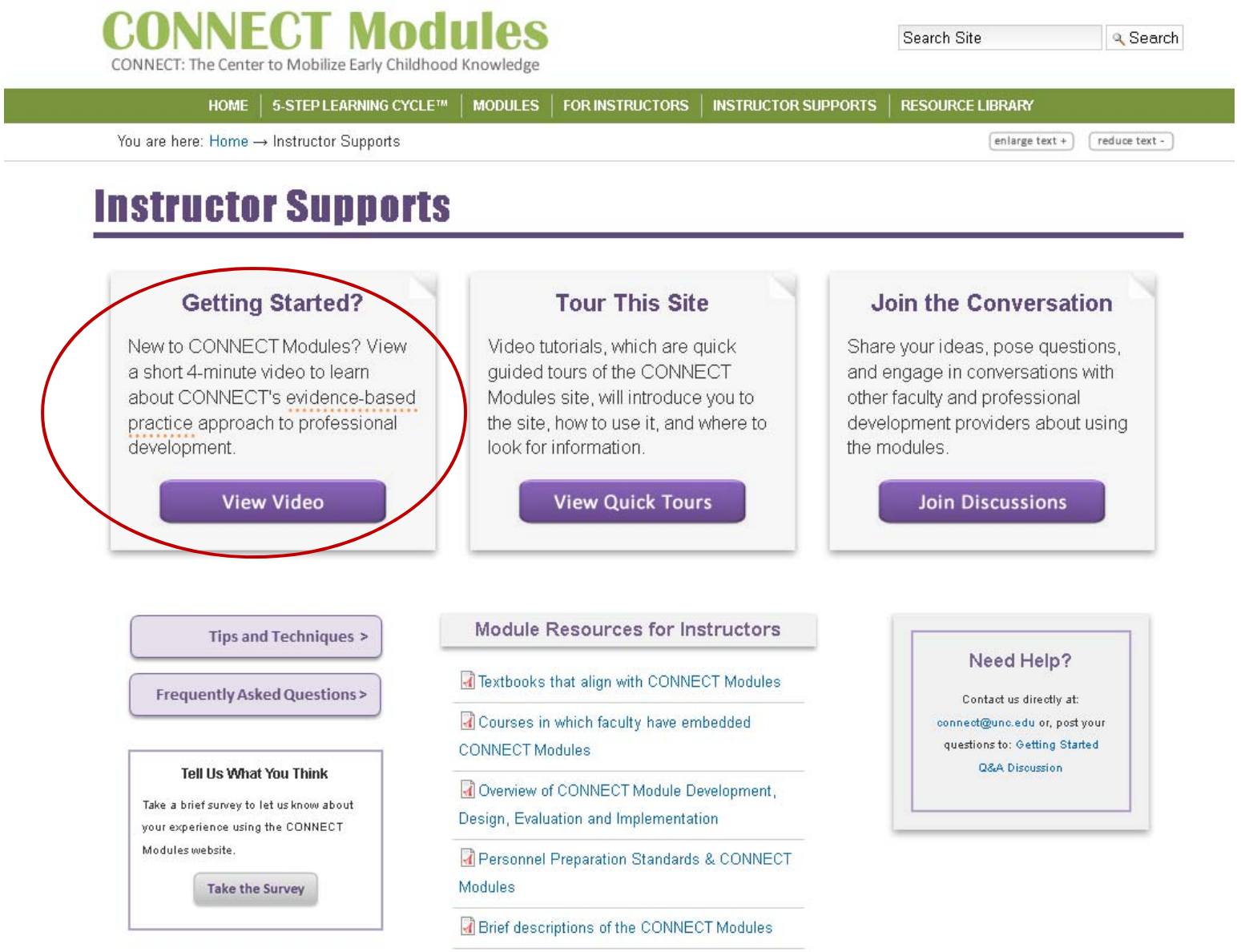
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More Getting Started Resources

- 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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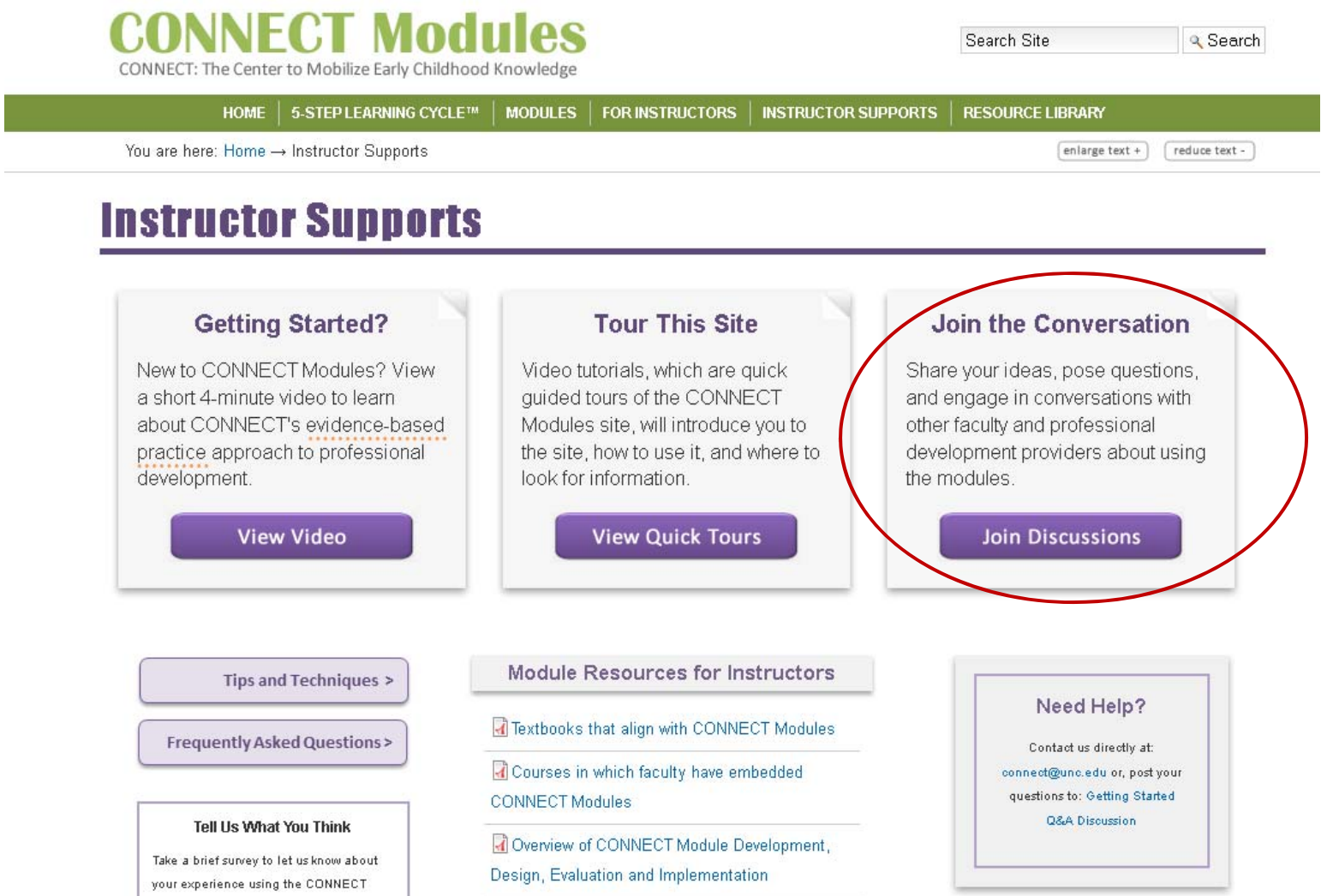
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Featured Discussions

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 experience 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

Module 1 Embedded Interventions	Module 2 Transition	Module 3 Communication for Collaboration	Module 4 Family-Professional Partnership
 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-Fac	 **Transition and Therapy Services** by Christine Myers (10+ comments) *Setting*: 4-year IHE *Primary discipline*: Occupational Therap	 **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

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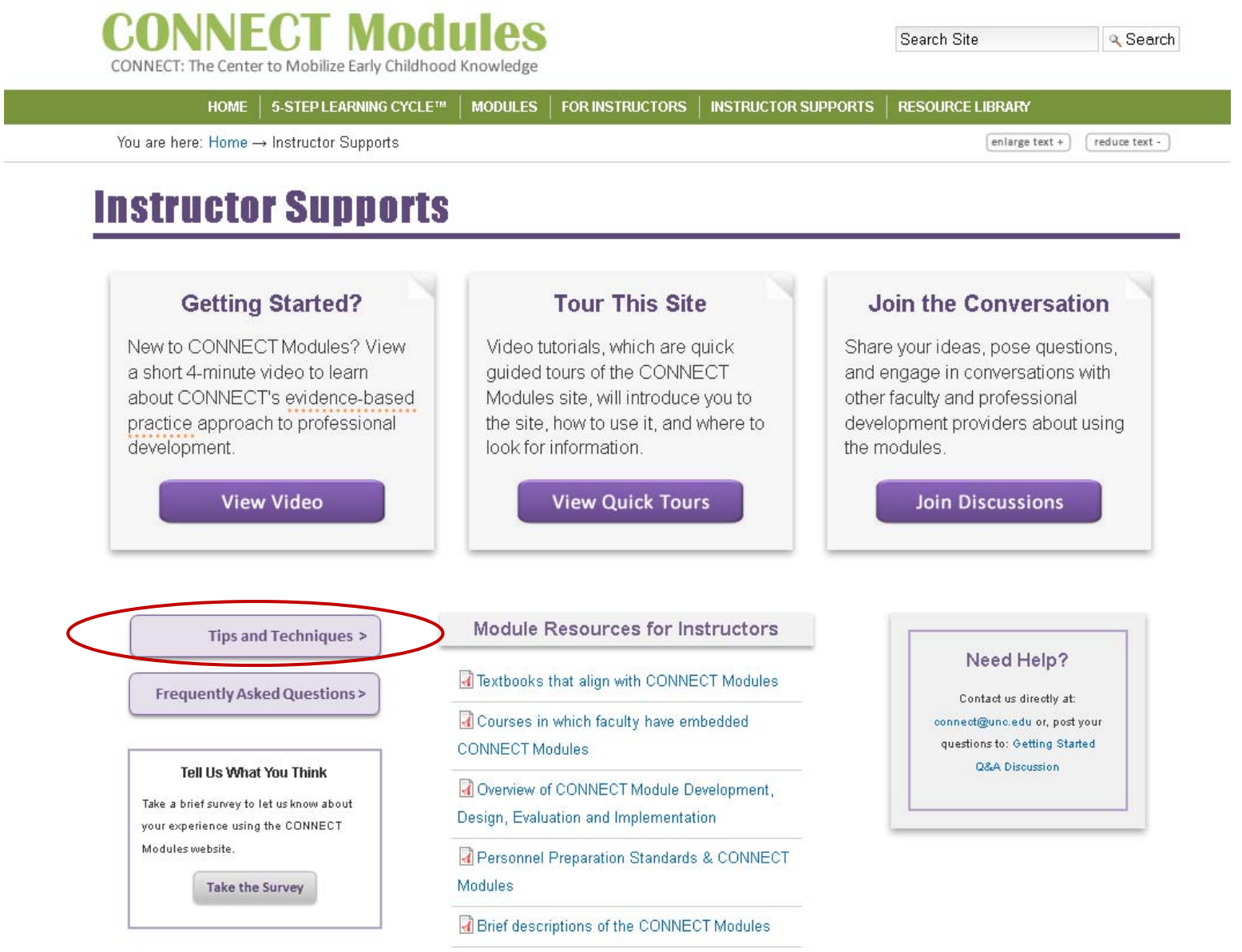
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Tips and Techniques

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

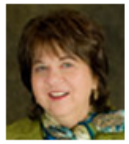
4) Downloadable versions of **video and audio clips**.

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.

Johnna Darragh	Susan Fowler	Nancy Grausam	Nadya Pancsofar
Professor Heartland Community College	Professor and Former Dean of College of Education University of Illinois at Champaign-Urbana	Assistant Professor Pennsylvania College of Technology	Assistant Professor The College of New Jersey
			
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.

Tech Tips

- How do I email an assignment?
- How do I upload an assignment to an Learning Management System (LMS)?

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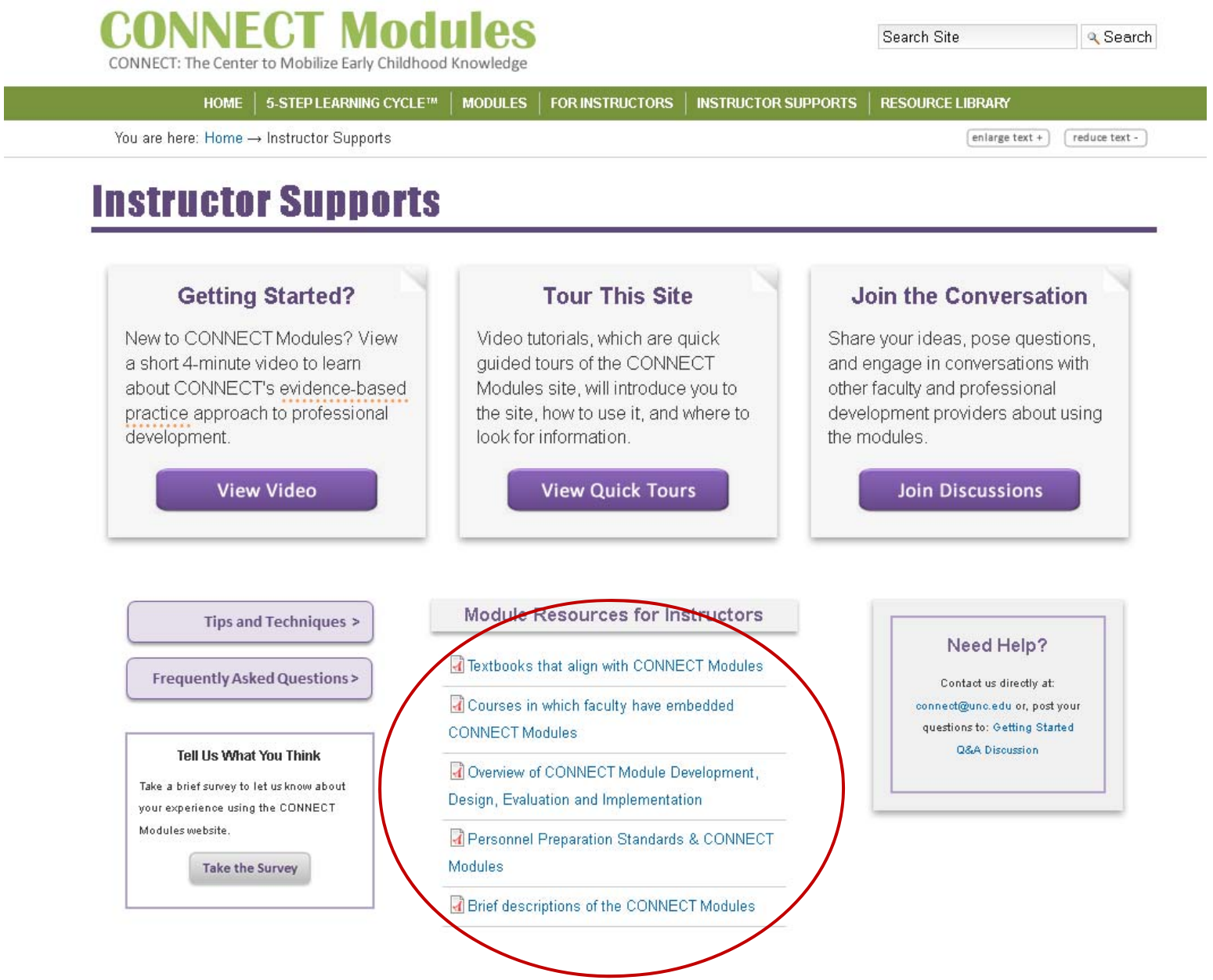
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Getting Started?
New to CONNECT Modules? View a short 4-minute video to learn about CONNECT's evidence-based practice approach to professional development.
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Video tutorials, which are quick guided tours of the CONNECT Modules site, will introduce you to the site, how to use it, and where to look for information.
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Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using the modules.
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Need Help?
Contact us directly at: connect@unc.edu or, post your questions to: Getting Started Q&A Discussion

Textbooks that align with CONNECT Modules

Information based on field testing of Modules 1, 2, 3, 4, & 5

Module 1: Embedded Interventio

Author(s)	
Allen, E.K., Cowdery, G.E.	The exceptional chil education, 6th ed
Bayat, M.	Teaching exceptio
Darragh, J.	Introduction to ea and inclusion
Gargiulo, R. & Kilgo, J.L.	An introduction needs: Birth thr
Grisham-Brown, J., Hemmeter, M.L., & Pretti-Frontczak, K.	Blended practi inclusive setti
Heward, W.L.	Exceptional education
Hull, K, Goldhaber, J., & Capone, A	Opening d childhood
McLean, M., Wolery, M., Bailey, D.B	Assessin needs
Sandall, S.R., & Schwartz, I.S.	Building special

Module 2: Transition

Author(s)	
Berk, L.	Infan
Wright, K., Stegelin, D.A., & Hartle, L.C.	Buil par

CONNECT – 2011

http://community.fpg.unc.edu/conne

Brief Descriptions of the CONNECT Modules

: Embedded Interventions

bedded interventions are strategies that address specific learning goals within the context of ies, routines, and transitions at home, at school or in the community. Ol e embedded interventions include: routines

Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

Module 1: Embedded Interventions

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) (CC= common core; EC = early childhood; K= knowledge; S= Skills)
NAEYC Standard 1: Promoting Child Development and Learning 1a: Knowing and understanding young children's characteristics and needs. **NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families** 4b: Knowing and understanding effective strategies and tools for early education. **NAEYC Standard 6: Becoming a Professional** 6c: Engaging in continuous, collaborative learning to inform practice 6d: Integrating knowledgeable, reflective, and critical perspectives on early education	**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. EC4 S1 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community. EC4 S2 – Facilitate child-initiated development and learning. **CEC/DEC Standard 5: Learning Environments and Social Interactions**—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement. CC5 S4 – Design learning environments that encourage active participation in individual and group activities. EC5 S1 – Select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments. EC5 S2 – Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. EC5 S3 – Embed learning opportunities in everyday routines, relationships, activities, and places. EC5 S4 – Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers. **CEC/DEC Standard 6: Language**—Understand typical and atypical language development and individualized strategies to enhance language and communication skills. CC6 S1 – Use strategies to support and enhance communication skills of individuals with exceptional learning needs. **CEC/DEC Standard 7: Instructional Planning**—Develop long- and short-range goals. EC7 S6 – Develop individualized plans that support development and learning as well as caregiver responsiveness. EC7 S7 – Develop an individualized plan that supports the child's independent functioning in the child's natural environments. EC7 S8 – Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds. **CEC/DEC Standard 9: Professional and Ethical Practice** CC9 S13 – Demonstrate commitment to engage in evidence-based practices. EC9 S6 – Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.

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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...

NC B-K Consortium CONNECT Workshop Discussion Board

The CONNECT team enjoyed meeting everyone and hearing from people who have used the modules. What steps have you taken since our recent workshops to put your plans into action? Let's keep the conversation going! Read more...

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Join Us For a FREE Introductory Webinar to Tour Our Newly Redesigned Website

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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.

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Resource Library

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Keyword search

With all of the words

Search

Guided search

Click a term to initiate a search.

Resource Type

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Module Step

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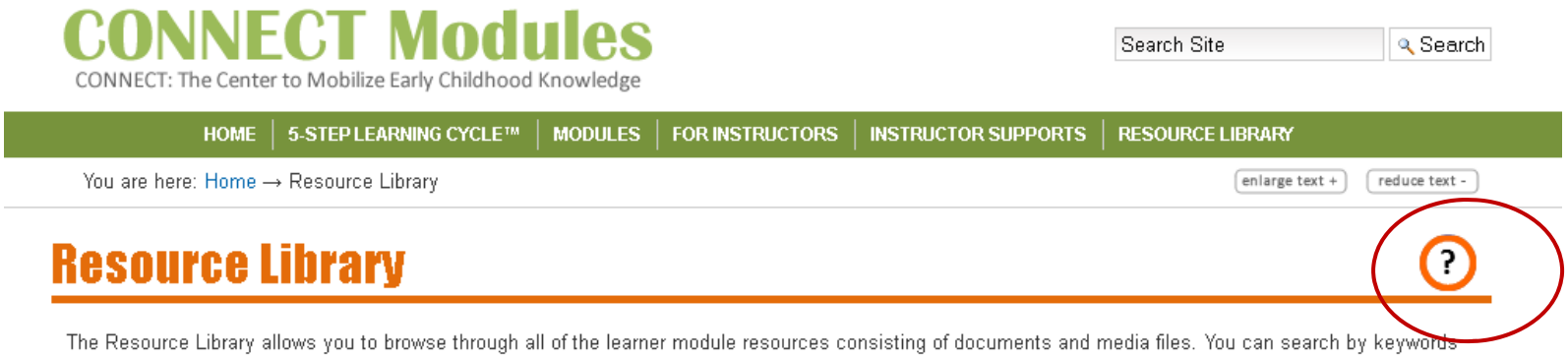
Tags

family (60)
embedded interventions (54)
collaboration (53)
communication (53)
age 3-8 (46)
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)
policy (12)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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

View Video

Resource Library Section
(3 min., 31 sec.)

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.

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IDEAs that Work
U.S. Office of Special Education Programs

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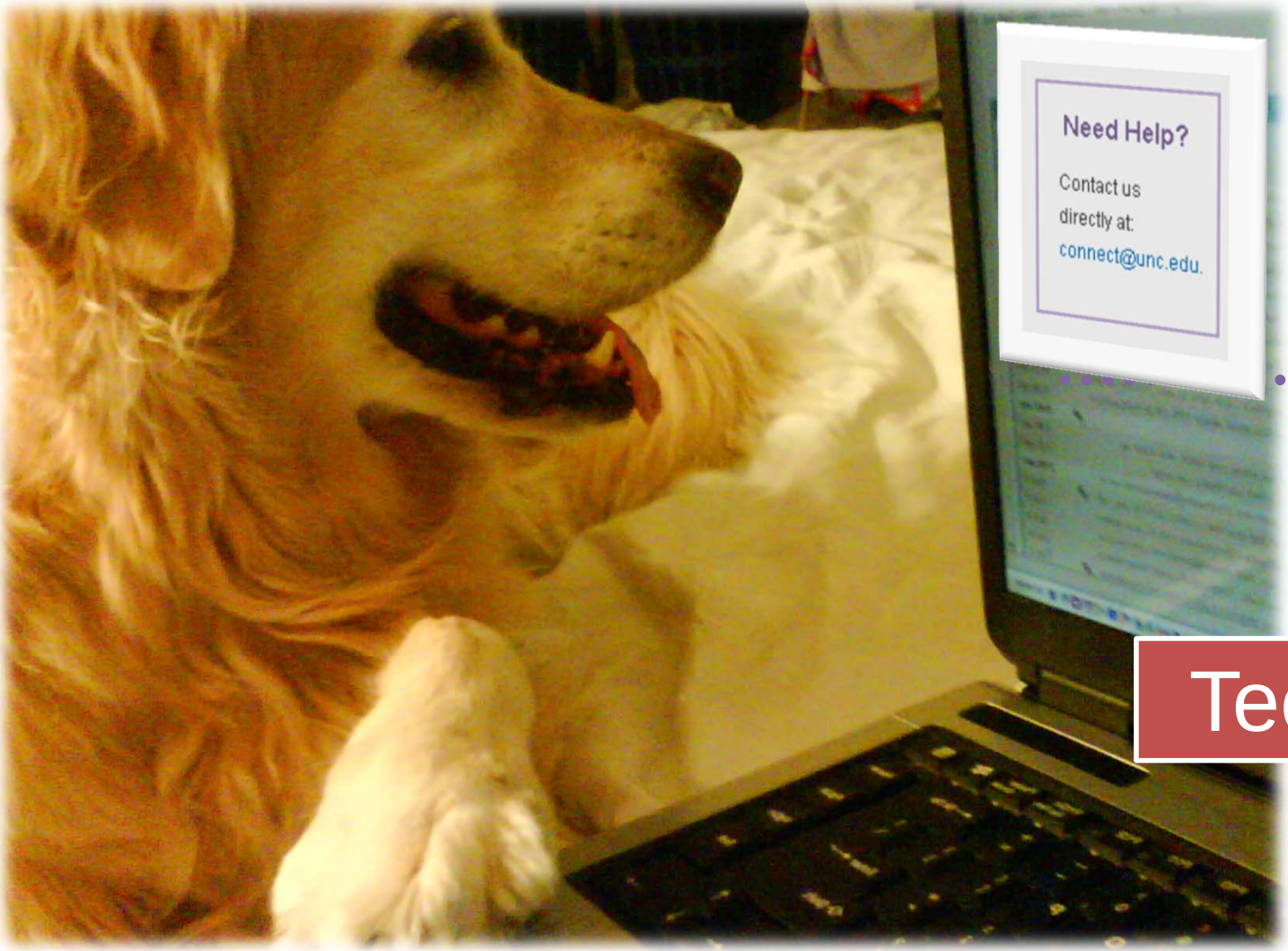

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Transforming Your Professional Development: Applying an Evidence-based Practice Approach

Monday, May 14, 2012 - Chapel Hill, NC
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Registration fee: $35 includes breakfast, a break, lunch and materials

http://inclusioninstitute.fpg.unc.edu/pre-conference

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