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## Module Usage: Share your examples, ideas and questions



Moderators: Pam Winton and Chih-Ing Lim

Several of you have shared wonderful ideas and thoughts about how you are using the module. Read and reply to others by using the following links. You may also start sharing your own examples, ideas, and questions by using the "Add Comment" button.

- Time frame of using the module. [Melissa's question](#) | [Pam Winton's response](#) | [Pam A's comment](#) |
- How faculty are embedding the module into online classes?. [Pam A's comment](#) | [Lisa's comment](#) | [Johnna's comment](#)
- Partnering with a family. [Bina's comment](#)
- Helping students examine their biases, beliefs, and values using the research synthesis points and Foundations video. [Johnna's comment](#)

Add Comment

### EEX 3450

I am embedding this module into EEX 3450, Young Children with Special Needs, which is a course in our Early Childhood Education program. My section is completely online so I am interested in how others will be using it online.

Reply

### EEX 3450

Hi Juli, I too am teaching a course in EC SPED and am struggling with my text, and want to supplement with Connect module to add to students' understanding of young children with special needs. Please share your text and if you are satisfied with it.

Many thanks, Carol

Reply

## Plans to use the module

I am teaching EDU 230 Young Children with Special Needs in a AAS EC program at Pennsylvania College of Technology in Williamsport, PA. It is a face-to-face class, but they had release time to explore and respond to sections of the module. Today's class is meeting in a computer lab to gather student's feedback about the module use.

Nancy Grausam

Reply

## Using the Connect Module

Hi everyone,

My name is Pam Thompson Arbogast and I am a part-time instructor at Rogue Community College in Garnts Pass, Oregon. (My full time job is supervising an EI/ECSE program here). I plan to implement the module in my spring term ECEE 248 class Children with Disabilities and Their Families. It's an on-line class that I will be teaching for the second time. In the current course design I have a week on history and disability awareness, another week on inclusion, a week on adapting environments and one on adapting activities. I'm thinking the materials will fit best in there, but honestly, I was hoping today would help me figure that out :-)

Reply

## Using the Connect Module

That sounds like a good content fit. Another consideration or perhaps challenge might be covering the 5-step learning cycle in the clock hours available for teaching and learning in one week of the semester. We are so interested in the multiple ways you all are thinking about using the resources and seeing what unfolds. THANKS

Reply

## Using the Connect Module

We expect students to spend 7-8 hours/week in course reading, discussion and activities, but as I explored the materials a little more after the webinar I'm thinking I'll be dividing it up over several weeks, continuing to use some of what I've already developed and supplementing with Connect videos and activities. I haven't had time yet to fully explore, but I really like what I see so far and it looks like material will flow easily into my existing syllabus and sequence of the course.

Reply

## Using the Module

I have spent the last few days reviewing the material in this module. I am amazed at the wealth of material available. I will be using the introduction video today and then start with the first step. I am not ready to put this online as a stand-alone but taking my class to the computer lab to work together. My initial thought was to use only one class and now I realize I can use the material for several classes. I am teaching an interlocution to Special Ed. class and embedding the information. I am impressed at the progressing of the dolmen and the amount of information that is covered in the different steps. Will keep you posted. It is challenging to use a new course delivery format.

Lisa Stein

Reply

## CONNECT Pilot Study

Hi

My name is Bina Patel and I teach at Northampton Community College in PA. I am planning to use the CONNECT module with my Internship Course during Spring 2010.

Bina Patel

Reply

## CONNECT Pilot Study

Welcome Bina...and thank you for your question during the webinar today. Will be interested in how the module materials worked in an internship course.

Reply

## CONNECT Pilot Study

Hi Pam

Thank for your reply. I will have a very small group of Interns this semester, but they are all very passionate about the field of ECE, which will help in their participation. Another exciting point about attaching the CONNECT module to this course is that I will have a Parent Partner team-teaching with me (this is a parent who has own child with a special need and is trained to work with college instructors to bring own perspective on inclusion to the class discussion). She has worked with me for the past 2 years and will be an exciting addition to this project with CONNECT. I will integrate the CONNECT module with the Internship Seminar and keep track of how each idea works - for my benefit and yours!

Cheers,

Bina Patel

Reply

## CONNECT Pilot Study

Bina, This is very exciting. One of our target audiences for the modules are family members who serve as faculty. It will be great to hear how your partner team uses the modules in the seminar.

I wonder if other faculty will be partnering with families in their courses and strategies they are using to do that. (On a related note, we are in the midst of developing a module on family-professional partnership under the leadership of Dr. Ann Turnbull)

Reply

## CONNECT Pilot Study

Hi Pam:

Suzanne Mulhern, my parent partner, is team teaching with me. She is at NCC through the BICC project (Building Inclusive Child Care) funded by a grant. She is the parent who shares her experiences with my students by team teaching with me. Her role is to bring "What happens if...." into our discussion so that students are constantly thinking about making the environment and interactions responsive to ALL children.

It would be fabulous to be a part of the family module that you are talking about. That sounds similar to what we are trying to do.

At NCC, we have 2-3 such partnerships going on each year. I have had the same parent partner working with me for one particular course in fall and for another one in spring, so all students are eventually exposed to Suzanne's insight from own experiences as the mother of a child with a disability. She has ECE background as well, which helps make the connections even stronger.

I will review the module with her and we will work on integrating the content together.

Bina

Reply

## Course and question

HI. I am hoping to implement Module 1 into ECE 260 The Exceptional Child, which is an online class. One question I have- is there a timeline for this module? Is this to be implemented over weeks? A flow chart would be helpful here. Thanks! -Melissa

Reply

## Course and question

Hi Melissa

We are glad you found your way here. There is no timeline for the module, except that for the pilot study, we hope you will complete the implementation by the end of the Spring semester (mid May?).

Reply

## Course and question

Maybe to clarify my question a little more. When we use it in our classes, should I expect this to be used over a two, three or four week period? Maybe I should ask what other instructors are planning to do? I am trying to figure out how to best implement this module. Thank you!

Reply

## Course and question

Hi Melissa,

I just finished fleshing everything out for the courses I am embedding the modules in (an Intro to ECE and Exceptional Child course) and have elected to embed the modules across the course based on where module materials were naturally occurring within the course. One thing that worked out well was the the content in the modules followed the content in both books I used in terms of presentation--they don't, however, follow in consecutive weeks (for example, in my intro class I am planning on using Module 2 one week, then a two-week gap before presenting Module 3). I am experimenting with different ways to foster continuity. It seemed if I did them consecutively, at least for the classes I am using the Modules for, it would be too disjointed in terms of then returning to other concepts later on.

Have you percolated more on what you will be doing? The Exceptional Child class I am doing mine within in online as well...

Reply

## Course and question

Hello, This is Carol and I've been reading these posts and am so grateful for the questions and ideas. It seems that many of us are having similar thoughts, issues and I am loving how we are solving them. I'm considering spreading the module throughout my course, and then into other courses as well. This course is the intro., breadth of EC SPED course. I am wondering if anyone has a terrific text for a breadth course, and one that can coincide well with the Connect modules.

Thanks, Carol

Reply

### **Question: Looking for good textbook that aligns with CONNECT modules?**

Carol...Excellent question. I hope we will get some suggestions? Let us know how the learners are reacting to the modules..and any recommendations or ideas for how to use them in various courses. Thanks  
pam

Reply

### **Question: Looking for good textbook that aligns with CONNECT modules?**

Hi and thank you both for your response. I am reviewing in more depth the extent of the module and am overwhelmed, pleasantly so, as to the amount of information, research articles, and probing the students can do. I am considering the possibility of using the module in a more than one course, perhaps in the breadth course on a more informational level, but then in other courses at a more in depth, research bound level. I am taken with the article on Early Childhood Inclusion and would like to use that more in a curriculum class, I think, still working on it. However, the handouts and activities seem very manageable. I really like the PICO, though I'm not quite sure about the rephrasing of the dilemma. I am encouraging my students, who are mostly early childhood educators, to think broadly about classroom accommodations ( they create an accommodation list) and like the intervention approaches question. The replacement question of Will embedded interventions be effective...seems more a T/F type than a "create interventions" probe. Really like the phrase of "embedded interventions", however.

Many thanks for all of your assistance and rapid responses. Hope I do get some text feedback.

Cheers, Carol

Reply

## Course and question

Thanks for the information Johanna. Right now I have the Modules to be completed during the last three weeks of the class as part of a capstone project. Not sure how this will work, but I am going to give it a try.

Reply

## Course and question

Hello Melissa,

Excellent question..and your strategy of learning how others plan to use the materials is just what we are hoping will happen in the faculty lounge. We will learn so much through your questions, plans and reactions to materials!! Thank you.

To address your question...We have designed the module materials so that they can be used flexibly over a few weeks or over the entire semester. From our usability testing we know that it takes an individual self-paced learner 5 hours to read, hear and view all of the content and respond to all of the individual-focused activities (if that is helpful to know). We believe that faculty play a critical role in mediating the learning opportunities made available by the modules. We are so interested in your ideas and plans. Please share..and thank you so much for your enthusiasm.

pam

Reply

## CONNECT plans

Hi,

I am planning on embedding Module 1 into 2 courses this Spring. This first is a "ground" Intro to ECE course, in which I plan on embedding the module across the course. The second is an online course, the Exceptional Child, in which I plan on embedding Module 1 as a capstone. I am very excited to jump in, and am looking forward to having the opportunity to embed the module in both the ground and online course concurrently. Am very glad to have to chance to share ideas and learn from what other people are doing.

Johnna Darragh  
Heartland Community College

Reply

## CONNECT plans

How do you plan to implement the capstone activity? Will it be a one week assignment? Will you have the students log into the site and work through it individually?

I'm very interested in using it as a module (one week assignment) near the end of the semester in my Young Children with Special Needs online course. I'm just not sure how the students will do going through it independently.

Reply

## CONNECT plans

Hi,

Once I sat down and worked it through, I abandoned the capstone and am having them go through each step separately (online Exceptional Child class). They just finished Step One--filling out the PDF file and a week's discussion question on it--very rich discussion regarding the dilemma. With the intro course (200 level), I thought it might work better to go through it in guided pieces with discussion as opposed to all at once so I could check processing a bit more along the way...I had similar concerns ultimately in terms of independence with the capstone, but am also thinking that I can ask them at the end of the pilot how they feel a capstone might work...

Reply

## **CONNECT teaching process**

Johnna, It is so interesting to hear about how you are using the module and the guidance you are providing along the way to learners. THANK YOU. Were there some particularly effective questions that you used to spark the dilemma discussion, or did discussion spring out of the video without much prompting? We are so curious about how this is working and appreciate hearing from you (and others) about each step.

THANK YOU.

Reply

## **CONNECT teaching process**

Hi,

In terms of discussion questions, for both the online and the ground courses I asked the students to comment on the perspective of both the family and the teacher and discuss how they could potentially serve as resources to one another. This worked well in terms of having students see the incredible value of partnership.

One thing that was interesting to me was how important the separate discussion was in the online course--had I just had them fill out the dilemma, I might have missed some biases and misconceptions students held. Many had strong concerns, for example, about having the child in an inclusive environment, thinking a segregated classroom, as many were used to in their communities, would be more beneficial. Had that opportunity for discussion not been there, we would have missed a loop to interact, again, about what high quality inclusion might look like. Part of these biases came from, it seemed, past experiences with practices that were referred to as inclusion, but did not include appropriate access, participation, or supports. In the ground class, there is more time it seems to connect with what students are thinking and processing in real time, so I appreciate the opportunity that the discussion provided to further explore how they were interacting with the material.

Reply

## **CONNECT teaching process -biases and beliefs about inclusion**

Johnna, This is very interesting on many levels. I'm wondering how we might build in more opportunities to explore the biases that you mention. Are there activities that might be included with the Foundation video (at the beginning of the module) that would elicit this kind of discussion about biases and beliefs? Please share any ideas you have with us.

Thanks

Reply

## **CONNECT teaching process -biases and beliefs about inclusion**

My apologies for the delay in response—spring break means I can actually pause and think a bit. In terms of where an activity linked to the opening video might be located, it seems that something added tied to the Research Synthesis Points, specifically addressing biases and beliefs as well as key knowledge, might be

beneficial. I selected the Research Synthesis Points as these are central to understanding what inclusion is and how it represents a distinct practice from what many students may be most familiar with.

- Research Synthesis Point: Universal access to inclusive programs for children with disabilities is far from reality.

What is your understanding of placing children within the least restrictive environment? How does this differ from using inclusion as a placement model? (placement model might not be the best term; idea that students might need to make some kind of distinction)

- Research Synthesis Point: Inclusion can benefit all children.

Identify the research-based benefits of inclusion for children with and without disabilities. What do you see as potential strengths and challenges of inclusion?

- Research Synthesis Point: Specialized instruction is an important component of inclusion and a factor that affects child outcomes.

Inclusion is far more than providing children access to early childhood environments. How does specialized instruction ensure that high-quality inclusion is practiced? What are potential barriers to ensuring specialized instruction is in place? (this question is a stretch in terms of bias and beliefs, but it seemed important to have all four points in there)

- Inclusion takes many different forms.

In the video it is stated that inclusion takes many different forms, “which may be a barrier to ensuring that the rights of each and every child are being fully realized.” How does high-quality inclusion differ from placing children within least restrictive environments or segregated environments? (this question is designed to get at the distinction, again)

Formatting a bit off with copy and paste--hope your snow has melted!

Reply

### **CONNECT teaching process -biases and beliefs about inclusion**

Johnna, So glad you enjoyed the break. Having time to think is sometimes a luxury.

Thank you so much for sharing the discussion questions you are using in conjunction with the Research Synthesis Points. This provides us with good information for creating an activity. Perhaps we can take the next stab at doing that and share our efforts with you for your feedback. THANK YOU.

Reply

### **A detail question about timing**



I've finally finished figuring out how all this fits in with what I had already for my on-line course :-). You mentioned having the 2 required activity assignments completed by mid-May, but my term doesn't end until mid-June, and I have the Child Activity Matrix assignment with an end of May due date for students. Is that going to be a problem?

Pam Arbogast

Reply

### **A detail question about timing**

Hi Pam,

Am glad you have figured out how you are using it. The timeline should be fine. :)

chih ing

Reply

### **How I have been using Module 1 Materials**

My name is Bonnie Noonan and I am teaching a hybrid course, ECED 220, Inclusion in Early Childhood Programs, at the College of Western Idaho in Boise. I have a small group of mature, experienced teachers and family home providers in the class whom I know very well. I used the Inclusion video in our first face to face meeting in January and selected one or two of your suggested questions to discuss. It went well. The students had already done some reading about the history of inclusion and IDEA and ADA. I found the layers of documents, links and alternatives in the Module a little hard to navigate so I decided to pick and choose. I created a folder, Including Luke, on our Blackboard site and within it had an activity for each video and the audio that were specifically about Luke. I linked to YouTube. We had already covered intervention in natural environments in talking about infants and toddlers so embedded intervention was not new to them. We also covered IFSPs and IEPs so I gave them Luke's IEP right off the bat. The activities included viewing The Teacher's Perspective and answering questions about her concerns, doing something similar with the Family's Perspective, creating a tool for documenting Luke's communication based on the Luke at Lunch video, two activities comparing Luke's short term objectives in Communication and Peer Interaction and developing other, hypothetical, opportunities to embed intervention to meet objectives. I got a lot of my ideas for the worksheets or questions from the module. I tried to utilize our text in each activity where possible. I didn't feel the PICO exercise met my course goals or the student's needs. I am having the students visit an inclusive preschool classroom and will collect information and make observations based on the activity in the Module and what they have learned about embedded intervention. They are also going to examine assistive technology devices at a local resource room and find another that might work for Luke. The Luke videos and the activity ideas have been a rich resource and very supportive of the course goals. I appreciate having access to them and the ability to use them in a way that worked for my linear brain.

Reply

### **How I have been using Module 1 Materials**

Hi Bonnie,

I enjoyed reading about the adaptations you made, and would love to head about how the assistive technology activity goes--that sounds very interesting. I was intrigued about your comment regarding PICO--in the Intro to ECE (blended) course I teach, the PICO activity was great for my students, and really helped them formulate good, researchable questions. In my 200 level exceptional child course that I am using the Module in, where my students have far more experience, the PICO activity really

helped them refine their processes, but did not seem as critical in terms of a foundational activity. This process of reading how others are using the material is really helping me formulate how I will use it differently in terms of discussion questions and activities for different courses in the future...

Thanks for sharing!

Reply

## PICO

Bonnie, Thank you for sharing how you are using the module and your students' reactions. This is SO helpful to us. We really appreciate the detail. Related to the PICO, we are learning that are different reactions to it and are considering doing some tweaking in how it is introduced in the module. We realize tha we need to do a better job of helping learners understand that the 5-step process is a way of thinking about solving daily challenges. It helps them move from the dilemma (STEP 1) to a practice focus (STEP 2) then to a definition and examples of the practice followed by a search for general evidence (research, policies) (STEP 3) that they integrate with the unique characteristics of family, child, program and community (STEP 4). The PICO is a strategy for moving to a practice focus and conducting a search for research (one of the sources of evidence but not the only one). We think we need to put PICO into that broader context... Does this make sense? Please give us any advice or help on this. We are learning so much from you and others who are using the module this spring. we are considering doing an upcoming module on assistive technology. If we get approval for that direction, we could learn a lot from you about assignments and would value your insights on that topic. THANK YOU so much for the rich description.

Reply

## PICO

One of the reasons I did not use the PICO as a problem-solving/decision making tool was because on the instructor materials C - comparisons was "not applicable". The first time I use a technique/method with students I would want to use the whole thing. I could have prompted the comparisons could have been pull-out therapies but I felt the group was past that. Another reason was I had already assigned a text for the course and I was feeling guilty that I was not using it enough. It had a problem-solving method in it to use with members of an intervention team. I used that with the four audios and assigned students an audio to listen to so they could take that person's point of view in a meeting role play (with a partner). the point was to identify the issues surrounding embedded intervention and how to get Luke's needs met looking at the obstacles each member saw. It worked really well. I would use PICO in the future. Bonnie

Reply

## PICO

Bonnie, Thanks so much for this additional information and your creativity in using the module resources. I was especially interested in how you used the audios as part of an assignment related to a text. I noticed from an earlier post that you are using two textbooks. Which text has the problem-solving method? Thanks so much

pam

Reply

## new resource - pdf table of contents for module 1

Hi Bonnie, Thank you for your comment about finding the wealth of informaton in Module 1 a little hard to navigate. We have heard that others as well and are trying to address that issue. As a start we

developed a pdf Table of Contents of Module 1 that lists major content areas with a list of all videos, audios, activities and handouts listed as they appear in the module. We would appreciate your feedback on this.

Will post it for viewing beginning of next week. THANKS for the information which is helping us modify and improve even before the pilot is over.

Pam

Reply

### **Activity 1.14a Model**

Students enjoyed filling out Embedded Interventions for Luke at end of module 1. Are there any models of completed Activity 1.14a available? I would love to have some excellent examples of Embedded Interventions for Goal 1 and 2 to share w/ students.

Terri Griffin

Reply

### **Activity 1.14a Model**

Hi Terri, You've identified one of our hopes for the online discussion area...examples of assignments so we can compare and discuss responses from learners. Would you be willing to share a few examples from your students? Thank you so much for commenting on this.

Reply

### **How I used the module-ECE 261 The Exceptional Child Lab Techniques**

I required my students to complete the Connect module during the course of their 90 clock hours of practicum experience in an inclusive classroom. My apprehension of using the module in a course of this nature was that, as the faculty member, I do not have frequent contact with the students. Rather it is their mentor teachers who are readily available to the students. However, that essentially ended up being the reason why I did choose to use the module along with this practicum experience. The module essentially served as a narrated support of best practice while the students were having their hands-on experience in the classroom. ECE 261 does have a pre-requisite of ECE 260 The Exceptional Child; however, we know that students struggle with apply theory to practice. The module supported that for the students during their practicum. The students completed the module, all activities, and included their printed work in their practicum portfolios upon completion of the semester. During the semester, I readily checked in with students via email and phone and during classroom visits, asked for feedback on how the module was going, answered any questions, etc... but essentially the students were able to competently navigate the module and complete the work. I will post a second comment listing feedback from students, what worked, and what I would like to do differently.

Thank you for the opportunity to pilot this!

Reply

### **Student & Faculty Feedback - ECE 261 The Exceptional Child Lab Techniques**

Student comments included:

The module is easy to follow.

The glossary was helpful.

The videos were choppy but had good information in them.

I am going to use some of the forms with my families.

This process helps me break down all of the important pieces of supporting a child and his family.

Doing the module reinforced a lot of what I learned in my class but needed to use in my practicum.

Faculty insight:

In the future, I would like to have the students complete the module before beginning their placement in the inclusive classroom. Then, once in the classroom, they could select a child to be the focal point of the process (module steps) - kind of like a unique child case study as it pertains to embedded interventions. Not sure it will work; have to give it more thought.

I saw evidence of students' critical thinking in the activities that I did not always see in their reflective journals (a requirement of their practicum portfolio).

Reply

## **Student & Faculty Feedback - ECE 261 The Exceptional Child Lab Techniques**

Michelle, Thank you so much for sharing your and your students' perspectives. I believe you are the first faculty to share an example of independent use of the module by students. We have wondered how this would work, and these comments make us think it can be done. Very helpful. Good to hear that you saw evidence of critical thinking in their activities. Do you have any particular examples of student responses to activities that exemplify that (that you might share?)...we are thinking that exemplary examples might be helpful in designing additional rubrics for assignments. THANK YOU for helping us develop and refine this module.

Pam

Reply

## **Student & Faculty Feedback - ECE 261 The Exceptional Child Lab Techniques**

It was a bit of a risk to require the module with a practicum class, but, as I stated, it ended up supporting and reinforcing their learning experiences during their practicum experience. Now, I was not able to monitor their progress along the way (like listening to their thinking and thought-processes), as I may have in a lecture class and using the module together. As for specific examples, I have graded all portfolios and returned them to students. However, I do have a few left that students will pick up on campus. I will retrieve those on Monday and post some specific examples.

Reply

## **Student & Faculty Feedback - ECE 261 The Exceptional Child Lab Techniques**

Thank you Michelle..that would be great.

Reply