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Share ideas for additional learner activities for Module 1

Currently all the activities in the module are designed at the 2 & 4 year undergraduate level and we need your help to develop additional activities for learners in other contexts (graduate level and in-service). We would like to use some of your activities (with your permission and giving credit to you) to further develop the modules.



Moderators: Pam Winton and Maggie Connolly

Please see the Discussion Help box on the right to share links and upload a file. If possible specify the audience and professional development context. Thanks!

Add Comment

Data-Based Decision Making

I would love to see a module on data based decision making. Helping advance students think about how to gather focused data, analyze it and make decisions based on what that data is telling them. This is particularly relevant with RTI and Child Outcomes. It troubles me when I hear stories of local teachers "doing state mandated assessments" for Child Outcome Data and then doing their own assessments for evaluation, IEP writing, and progress reporting. It is important that teachers see the relevance of meaningful data collection and the IEP process. While I don't have activities I can share with you at this time, it is a course I've been thinking about and collecting information (Teaching Young Exceptional Children has recently had a great series of articles on this topic) to begin to put a course together.

Also, RTI in Early Childhood is an important topic, which it looks like you may be developing modules on. My vote is there! This topic could also be rolled into a data-base decision making module.

Finally, consider developing some resources/modules that extend beyond age 5. ECE is birth -8yr. What tends to happen is there are lots of resources for preschool and then there are resources for elementary (3rd-6th) but the K-2nd age group gets lost. As an instructor I frequently struggle with trying to fill this gap (even the IRIS Center has few examples for early elementary). Our teacher certification in ECSE is Birth -8 yr. and in general ECE PreK-3rd. While some states have a separate 0-5 certification, many do cover the wider age span.

Reply

Data-Based Decision Making

Leslie, Thanks for the suggestions for topics and resources...we are very much considering an RTI module and your endorsement of that is important (Did you fill out the survey?) I have shared your comments with CONNECT RTI expert Virginia Buisse and also with FPG colleagues Sharon Ritchie and Becky New who are leading the FirstSchool initiative at FPG, a pre-k through 3rd grade alignment project. I hope they will share resources for PD for the age range you mention. THANKS

Reply

Suggestions for learner activities

Firstly I would like to say that I find this module just perfect, so all this suggestions for additional activities can be desadequate but they were the ones that emerged on my mind:

(1) After the dilemma presentation would be helpful an activity where the learner freely associated concepts and ideas that emerged on his/her mind from the dilemma, like a conceptual mapping exercise. Trough a kind of Cmap program the learner would build a tree of concepts and maybe it would be important on real context practices. Maybe it could support the formulation of the answerable questions and improve the problem solving thinking;

(2) It could be helpful as an activity that each video demonstration was sticked together with a register of Luke ´s performance baseline (what currently he is able to do) and what this routine has been bringing to him. It seems to me that would be an important step for the IEP design and it would enhance the awareness of the routines as a source of assessment and intervention – which could also strengthen the linkage between assessment and intervention.

(3) Another idea could be a pair work in which each learner, after watching the video, would suggest further environmental adjustments and exchange it with the partner to comment on it (for example: one learner would write down some more ideas for environmental adjustments and the other would give him/her an opinion about the adequacy and benefits it could bring). I believe this activity would strengthen relationships between learners and they could become more involved.

Reply

Suggestions for learner activities

Monica, These are intriguing suggestions for extensions to the activities in the module. What do others think? Would like to explore with you more about idea #1. Have you used something like this in your teaching? idea #2 as you state is an important way to link assessment with intervention. Idea #3 could be done through online chat/discussion or face to face..very versatile suggestion. THANK YOU.

Reply

Suggestions for learner activities

Thank you Pam for your feedback. I ´m very happy that you find my suggestions intriguing. Ideia #1: I used the Conceptual Mapping Exercise on a Problem-Based Learning approach with my Occupational Therapy students. After the presentation of a trigger (dilemma/problem), trough the use of CmapTools they designed a tree of interrelated concepts that guided their source for evidence that they feel important to solve the case. There is the website of the CmapTools that I used: <http://cmap.ihmc.us/conceptmap.html>

Reply

share ideas for additional learner activities

I must say I particularly agree with Monica on idea #3, it would be very useful to have the opportunity to discuss this issues with others, I missed it when I was taking the module myself. So I think Pam's idea of doing it face-to-face via web would be a really good improvement.

Within this discussion maybe it would be interesting if participants could post new dilemmas for the others to explore, generating a pool of situations and possible solutions.

Also, participants could have the possibility of posting new materials of learning, links and resources. This way, an exchange network could emerge.

I must also say that I think this project is a great idea, and I really like the fact that the module is simple and easy to follow. Congratulations for the good work!

Reply

Using the module in an in-service context

So, overall I LOVE the format of the module and the way the 5 steps are presented. I think it is a great framework to use to present many topics. The main way I used the module is to present on using evidence-based practice. The workshops I used this for ranged from 45 min to 3 hours. In the shorter time frame, I created PICO activities where they were able to critique PICO examples I made and identify the components (make a box around the P, circle I...). With the larger group, they write a PICO question and exchange it with a partner who then tries to identify the components in the same way.

Since we work with Part C service providers and service coordinators, I was not able to use the case study of 'Luke' or the videos. That is probably the biggest limitation of the module for our population. For future modules, I wonder if we can create a second stream where there is a second younger video case study.

In the interim I created two short, written case scenarios for my workshop, and then little additional parent and child care perspectives around a certain issue for step 4 of the EBP process. I had half the group use one case and half use the other. They both had the same PICO question, and the same research evidence to look at, but different parent perspectives, provider input and child demographics... We went through the 5 steps together (interspersed with table discussion related to their separate cases). Then they completed a modified version of the 1.13a activity sheet to analyze the entire situation. Afterwards, we all talked as a big group about why/how each side came to such different decisions about using a certain therapy for the 2 cases and what their process was.

For the 45 min workshop everything had to be really condensed in order to get through the 5 steps, but I got really good feedback from the participants! (approximately 150 participants). The 3 hour workshop is coming up next month, so I will let you know how it goes.

Thanks for a fabulous module! I look forward to your future creations!

Reply

Enhancing Student's Use of Evidence-Based Practices

This presentation and activity have been used in a doctoral course entitled "Teaching and Professional Development" taught by Harriet Able in the School of Education and myself from Speech & Hearing. The course includes 23 doctoral students from speech & hearing sciences, early childhood regular and special education, occupational therapy, physical therapy, developmental psychology, and elementary and middle school education. This presentation was aimed at providing a model for the doctoral students when they are in their future jobs teaching their own students about using evidence-based practices. I have also used the basic core slides to work with master's level students in teaching them about using an evidence-based

process. For the doctoral course, I first introduced some basic information on what constitutes evidence-based practices, myths about them (see attached PowerPoint), and then gave students several dilemmas or questions (see attached dilemmas) that could be answered with available research or policy evidence (with the dilemmas are websites for them to explore for answers). Pam Winton then walked them through the Connect Module and had them go back to their dilemmas, gave them more information about the dilemmas (parents'/professionals' views, etc.) and had them work through the 5 step process. In this way, students could be guided in their practice of searching for evidence without having to "find" all the sources themselves. We typically had them go to synthesis and/or policy sites in hopes of breaking down the myth that we expect clinicians/teachers to search extensively, review the evidence, rate the evidence, etc. in an exhaustive manner. This more simplified approach we think is more realistic for busy practitioners and teachers. We hope you can find this approach useful with your graduate students. Betsy Crais

Reply

Enhancing Student's Use of Evidence-Based Practices

Betsy, Thank you for sharing these resources and your description above.

All, we've posted these items at the top of the page under "Shared Resources". Or go to them directly...

1. [http://community.fpg.unc.edu\[...\]/practice-Crais%20-Winton.pdf](http://community.fpg.unc.edu[...]/practice-Crais%20-Winton.pdf)
2. [http://community.fpg.unc.edu\[...\]/practice-Scenarios-Crais.doc](http://community.fpg.unc.edu[...]/practice-Scenarios-Crais.doc)

If you have resources you would like to share/discuss send them to us at connect@unc.edu and we'll be happy to post them here for you.

Christine, CONNECT Team

Reply