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Tell us how you might use Module 1

We would like to extend the modules beyond the 2 & 4 year college/university learners. How might you use Module 1 in an in-service context or teaching at the graduate level?

Several of you have shared wonderful ideas and thoughts about how you are using the module. Use the following links to read and reply to a few themes that have arisen for using the module in other contexts:

- Professional development for practitioners - Leanne's comment | LaWanda's comments
- Graduate level courses - Sharon S's comment | Sharon RL's comment | Kaitlyn's comment
- Family Conferences - Linda R's comment

Add Comment

Using Module 1

We are a multi-site child care organization spanning a wide geographic area in PA. As the Director of Professional Development, I sent the Module 1 link to each of our centers, along with a collection of articles to read and the NAEYC position statement. Staff were to write a journal article review and utilize information to create a "project of understanding" that documented implementation of ideas gleaned from all the information. This information is reviewed by the center director and myself, then awarding the staff 2 hours of training credit. Other directors utilized the "packet" as a staff meeting.

Reply

Using Module 1

Wow! Leanne this is awesome. Thanks so much for your comment. It is exciting for us to see how Module 1 can be utilized with practitioners working in the field, and you have done that in a big way. As a past center director I know how important those training credit hours are to staff, so I am glad that you were able to give them credit. After you review their "project of understanding" we would love for you to post again, so we can hear some of the results.

Reply

Using Module 1

I am currently experimenting with pieces of the module and using it to enhance the "brining issues to life" focus of my general course in children with special needs at the graduate level. The audience is students in our general education ECE teacher program - I infuse the course with inclusion, teaming, working with families. The material in module 1 is a nice way of applying to case situations what we are reading in journal articles and discussing in class. I also see promise for using the material on embedded learning in a new course we are developing on preschool methods for children with special needs in inclusive settings.

Reply

Using Module 1

Thanks Sharon for sharing these ideas. Is there a particular assignment that you have developed in conjunction with the module 1 dilemma? It would be so helpful to learn exactly how you are using the module in your graduate course.

Thanks

Reply

Using Module 1

Leanne, Thank you so much for sharing this idea with us all. Would love to know a bit more if you have time to share: 1) Do you have a set of rubrics for reviewing their projects? 2) Give you share an example of an article that you asked them to read? Look forward to learning more from you about how this works, especially what ideas from the materials seemed important to the students in their projects.

THANKS

Reply

Using module 1

I have looked at the module and will be making it available to grad students enrolled in the BK internship. In particular I hope they can use the 5 step decision making process as a guide in making curriculum adaptations for young children with disabilities as part of a project they are working on for their internship classrooms.

Susan Kingsley

Reply

Using module 1

Susan, This application of the module in an internship situation for grad students sounds intriguing. Please keep us posted on how you do this.

Thanks

Reply

workshops

We are a professional development consulting partnership and provide workshops for various early child care providers. We are using many of the videos to help bring ideas to life and stimulate discussions. The handout on policy and the law has also been a valuable resource for organizing and guiding discussion on various issues of inclusion.

Reply

workshops

LaWanda, it's great to hear how your team is utilizing different pieces of the modules to enhance discussions in workshops. We would be interested to know which videos you have chosen out of the 21 available in Module 1, and in particular, what the child care providers thought about these video resources. Does your PD consulting partnership do evaluations of your workshops related to the specific resources you provided, that you might be willing to share with us? Thanks so much!

Reply

workshops

My apologies for taking so long to respond. We used the following videos in our workshops: 1.2 The Family's Viewpoint, 1.5 Enjoying Mealtime, 1.12 Rolling with Friends, 1.8 Going to the Store, 1.16 Reading at Circle, 1.17 Playing Red Light, Green Light, and 1.18 Using Video for Really Watching. In addition we used the audio 1.4 Kathy's perspective. All of these are used to help make the theory come to life and give concrete examples of concerns and solutions.

The evaluations used for our workshops tend to be those developed by others. We get feedback based on what our clients were looking for. I think adding a question about the resources is an excellent idea and can suggest that for inclusion.

Reply

Graduate Students Seeking Licensure

This is posted on behalf of Sharon Raver-Lampman:

I embedded the module into an existing course for graduate level students who are seeking ECSE licensure. I made the module count as an exam to improved completion and motivation. I found the students all did fine to very fine. Some expressed to me that they liked the videos which showed the point of view of different professionals and parents (stakeholders), but were still concerned that Luke may not be getting all that he needs.

Personally, since this was review for about half of my students, I think some of the activities could require more critical thinking, and less direct reporting of what was observed and/or read. I found that the majority of my students just answered the questions on a fairly superficial level. I would have preferred more elaboration (and documentation), and more deep reflection. However, I may have found this because of how I set the "exam."

Most of the student commented about the time involved to complete the module. Personally, I do NOT find it to be too long. I find that this is a common complaint, no matter what the assignment (ha).

Sharon

Reply

Module 1

Module 1 has come a long way since I first previewed it this summer. Bravo! I teach a graduate course on Curriculum for Young Children with Special Needs: Evaluation and Program Design, and plan to use the videos next week as part of our discussion on embedded instruction. I particularly like how you have given focus to environmental, peer and natural oppt'y to embed instruction. Talking about it is one thing but having a visual support will be much more powerful.

The PICO technique is very interesting and I'd like to use it with my students to see how they respond to it. Framing a question is very important. It is an assumed skill that many teachers lack and is not something that is typically taught.

At the beginning of the semester, students in this class were linked to your introductory video as an assignment prior to class. I received much positive feedback.

Leslie Couse, University of New Hampshire

[Reply](#)

Module 1

Leslie,

Thank you so much for your positive comments! Please keep us posted on how the PICO tool is received by your students. It is a new idea for many and we are trying to see how we can best explain it. Any advice you can give us will be greatly appreciated. Cheers, Maggie

[Reply](#)

Using Module 1

As a reflection exercise, I might use this module as part of a special educational master, more precisely as a problem based learning process taken during a study week.

The strong linkage that this module establishes between inclusive theoretical foundations and inclusive practices, lead me to see it as a great support for governmental efforts in the implementation of inclusive practices – in sensibilization demonstrations. Namely due to the recently educational policies changes in Portugal this Project would be a great support on policies to facilitate practices transition.

[Reply](#)

Using Module 1 in Portugal

As teaching materials, these videos can really constitute a very supportive tool to the teaching process. Back in Portugal, I have some experience of teaching in special education short courses, where my students are mainly special education teachers and therapists that have to work with children with disabilities in inclusive settings, and I am absolutely certain that these videos would improve my teaching because they address the most common questions and worries of the professionals I have as students. I believe that having the possibility of observing through this videos, what can be done with young children with disabilities in the classroom context, and how can it be done would be a great help for them, since that is exactly what they state they are missing. Also, we have a small Early Childhood Intervention Project in our Faculty in Porto, in which all the professionals involved receive supervision from our faculty members of our department. It will be wonderful to see how professionals could apply these materials in their practices and then discuss it in the supervision meetings.

[Reply](#)

Module 1 in graduate level course

I am teaching a unit on treatment efficacy research for Masters level clinical speech-language pathology students, and have included a section on PICO I am using your worksheets and one of the videos, modifying/adding some content to reflect more of a speech-language focus. I've embedded the video and worksheets into a powerpoint presentation and will have the students break into small groups to practice writing research questions that could be used to begin research or to do a literature search. I will be leading these classes this week, so can comment later on how this goes! I can say, as of now, that your materials have helped me create an interactive lesson on PICO!

Thanks,

Kaitlyn Wilson

[Reply](#)

Module 1 in graduate level course

Kaitlyn, we are so excited to hear how you are adapting and utilizing the resources. Adding and

tailoring the content for a specific focus (speech-language) is just what we hoped faculty would do. The PICO is a new tool for our field and something that we believe 2 & 4 year learners may find challenging. It will be helpful to know what the graduate level learners think of it and what if any advice they can offer us. Please keep us posted. THANKS!

Reply

Module 1 in graduate level course

After using the PICO lesson in the masters SPSH class this week, I would definitely do it again! They were already familiar with PICO, but using the video scenario (Jackie) and having them fill out the forms step by step was really helpful for creating group work opportunities and spurring discussion. I embedded the worksheets into my powerpoint and they wrote responses on paper in their small groups, and this seemed to work fine (and saved paper/printing costs). We talked about how they could use the type of questions they wrote if they were to do research, as well as to ask clinical questions to start a literature search. They really seemed to grasp the concept.

Thanks!

Reply

Possible uses at the grad level

This summer I will teach an on-line intro grad class on young learners with disabilities. I would like to use some of videos/reflections/materials for discussion boards. This course draws students from other fields such as social work, and the videos/resources would provide an opportunity for dialogue around a common framework. The introductory piece directly aligns with the course content. I might use some of the other pieces to illustrate contexts for service delivery. The content/assignments related to designing embedded interventions could be more specifically addressed in one of our upper level undergrad classes as well as our grad class focused on planning/intervention. I think the faculty will be pleased to have these resources. The more videos/audio the better (even if technology is an issue)! In our on-line classes the students are very clear that visual content and hearing peoples voices is important.

Mary

Reply

Possible uses at the grad level

Good feedback for us to keep up the video and audio clips in future modules. Any other suggestions Mary about what works (and doesn't work)?

thanks

Reply

Use of Module 1

At the annual PEAK Family Conference in Colorado recently, Sandy Ginther and I (Resource Specialists for Illinois statewide training and TA system, STARNET) conducted an all day workshop on inclusion in early childhood and integrated pieces of Module 1 in our content. We used some of the module framework to guide our planning for the workshop, then customized for our audience. The video examples worked very well as illustrations for key points. We also used Luke as a case study example throughout the day. The participants benefited from being able to view the clips and use some of the handout materials. Module 1 is a great guide and resource for inservice settings.

Reply

Use of Module 1

Linda, Thank you for sharing your example of using the materials at a family conference and the details of how you did. One further question about what you all did ...what aspect of the module framework you used in planning?

Any advice for us for future modules?

Reply

Use of Module 1

Pam, We actually designed our workshop around the main areas of the Module, identifying a dilemma; looking a evidence in the field; taking the evidence to help make a decision; then evaluating. We asked workshop participants to bring an inclusion dilemma ahead of time. Although this was a national family conference, most of our participants were educators. So we used the steps you had outlined in the Module as our framework. For group activities, participants used their own dilemma or they used Luke's case study. It worked very well. It was very helpful for us as trainers to have this framework to work from. Inclusion is such a broad topic and being able to narrow it in this way was very helpful. We were able to make it "hands-on" by having participants relate content to their own situations.

I think for future modules, thinking of how a trainer would use the content in a one day workshop - providing examples the way you did in Module 1 - knowing that workshops participants could then apply the examples and information to their own situation. I think designing handouts that address this customization might be helpful. The handouts were great! We just made our own workshop guide for participants to fill in their own information. I would be glad to send the file to you if you are interested in it. Thanks again. Module 1 made our planning so much easier. And the timing was perfect for this national conference workshop.

Reply

Use of Module 1- Family Workshop

Linda, We would really appreciate if you would send the file. Shortly after your first post we were in DC meeting with our National Steering Committee. We shared your example with them. With your help we would like to consider including your workshop example on our website. It could be an inspiration for others. Would you consider allowing us to do that? Thank you so much for sharing your experiences.

Reply

Use of Module 1- Family Workshop

Pam, I will be glad to send you the file. I'll get it to you later this week - getting ready for a statewide meeting. I will also talk with Sandy about putting our workshop example on your website.

Reply

Use of Module 1

Linda and Sandy,

I'm wondering if you (or others in this online community) might be interested in working with me on use of Module 1 for families. Your work at the PEAK conference interests me. I work for Virginia's Parent Training and Information Center - the Parent Educational Advocacy Training Center (PEATC) and am interning with Project CONNECT. It would be great if we could come up with some ideas about how families might use this information.

To begin thinking, Pam Winton suggested that families might use this information to get some ideas about what might be feasible to ask for in a community-based or home-based setting. They also might get some ideas to try at home, themselves. Do you have any specific ideas?

Reply

Use of Module 1

Cherie,

Sandy is our Family Specialist so I'm sure she would be interested in working with you on ideas for families to try at home and to advocate in community settings. I will let her know about this request.

Reply

Use of Module 1

Cherie, I have learned of your posting and would appreciate discussing it via email. You are welcome to contact me at se-ginther@wiu.edu.

Sandy Ginther

Reply

Use of Module 1 for families

Linda,

Thank you for sending me Sandy's Contact information. I am sending her an email!

If anyone else has ideas for using this with families, I would love to hear about it.

Cherie Takemoto

Reply