

CONNECT: Web-based Professional Development Resources to Support Inclusion of Children with Disabilities

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Session Objectives

Participants will:

- Become aware of the web-based resources that Connect is developing.
- Learn a research-based instructional design sequence to aid in making evidence based decisions.
- Identify how to utilize these resources in professional development efforts.



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- Web-based PD resources and modules
- Focus on young children with disabilities and their families
- Help build early childhood practitioners' abilities to make evidence-based decisions

**Overview of
CONNECT**

Purposes of CONNECT

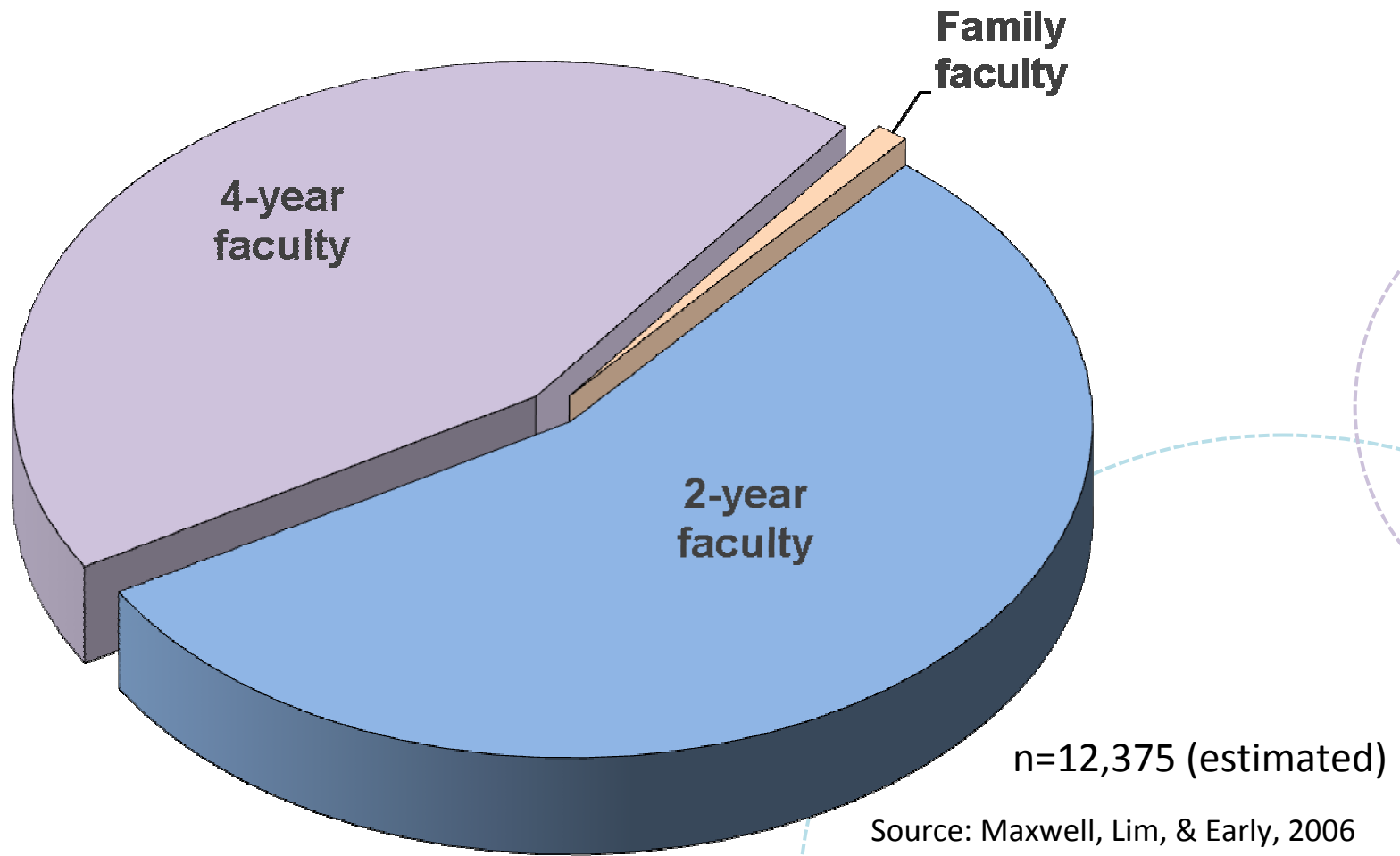
- Focus on teacher quality
- Link between college degrees and high quality is not a given
- Importance of faculty and PD providers as “knowledge mediators”

- Faculty
- Professional development providers

Overview of CONNECT

Our Target Audience

Our Faculty Audience



Faculty and PD providers will:

- Send learners to website as assignment
- Go to site to get resources that they will download
- Will go to site 'live' in class to show videos, etc.

Overview of CONNECT

**Examples of how modules
will be used?**

Current Context

Info glut /
technology
advances



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Current Context

Increasing faculty workload

| Early Childhood Teacher Preparation Programs | All other departments within Institutes of Higher Education (IHEs) |
|--|--|
| 61.2 Students / FT Faculty | 38.7 students / FT Faculty* |

*source: Early and Winton, 2001



Current Context

- Shrinking resources

Community-college leaders find they must serve more with less

(March 18, 2009)

By ELYSE ASHBURN

The vast majority of community-college leaders report that student enrollment is up at a time when more than half have seen their budgets drop, according to the findings of a survey scheduled to be released today.

Source: Chronicles of Higher Education



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Needs Assessment

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Delphi Survey: Research Questions

- What are the primary content areas that should be addressed in the professional development experiences of the early childhood workforce?
- What are the ideal features of online modules that would be most beneficial for professional development providers in their work?

Delphi Survey: Participants

- 2-year faculty
- 4-year faculty
- OSEP Project Directors
- PD Providers
- Early childhood state policymakers
- Family faculty
- Families

Delphi Survey: Results

- 3 rounds of survey
- Met goal of having at least 10 per panel
- Sample size = 124
- High overall response rate of over 90%

What faculty want

- Short video clips that illustrate practice
- Activities
- Easy to use & find
- Interactive resources
- 24/7 availability
- Flexible

Top 10 Topics (In Rank Order)

| |
|---|
| Family-centered practices |
| Intervention strategies to support inclusion |
| Atypical /Typical child development |
| Assessment |
| Evidence-based practices |
| Socio-emotional development |
| Family-professional collaboration |
| IEPs/IFSPs: Developing child and family goals |
| Collaboration among professionals / teaming |
| Inclusion |

Factors influencing module choice

1. Results from the needs assessment
(i.e., Delphi and other literature)



2. Possible linkages with OSEP-funded or other national centers
(e.g., National Early Childhood Transition Research and Training Center; TACSI)



3. Leveraging resources
(e.g., staff expertise on certain topics such as transitions)



4. OSEP approval



Upcoming modules

- Inclusion: Embedded learning activities to support participation
- Transitions
- Family-professional partnerships

CONNECT Module Design

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Research base for instructional design

- Focus on realistic problems
- Relevance & quality of content
- Emphasis on a decision-making process
- Learner feedback & evaluation

(Bransford, Brown, & Cocking, 2000; Trivette, 2005)

Evidence-Based Practice (EBP)

A decision-making process that integrates the best available research evidence with family & professional wisdom & values

(Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006)

Consider a 5-step Process Adapted from Evidence-Based Medicine

1. Consider a dilemma
2. Reflect on the dilemma and identify an answerable practice-based question
3. Learn key sources of knowledge
4. Integrate key sources of knowledge and different perspectives to make an informed decision related to practice
5. Evaluate how the practice was implemented and what happened as a result



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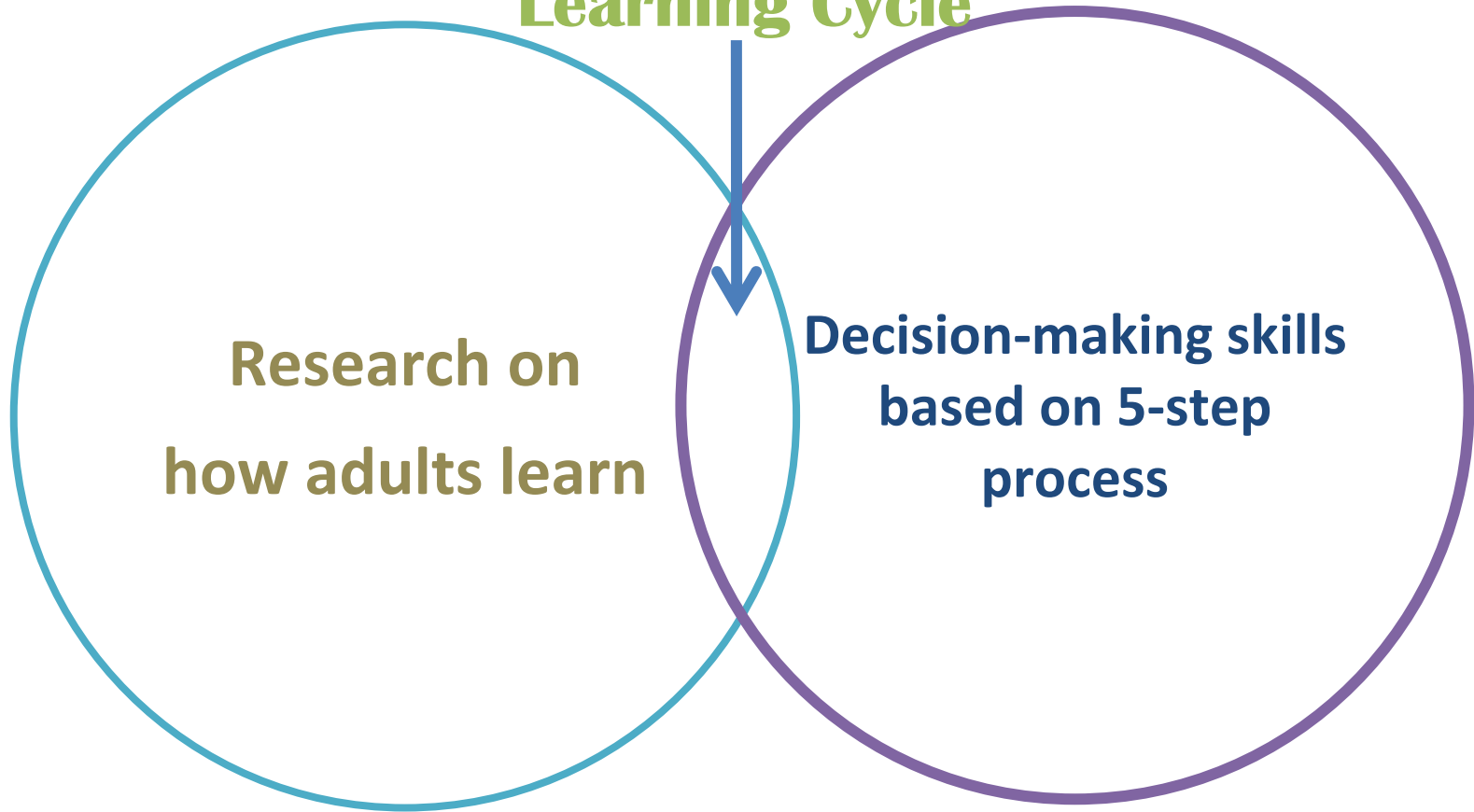
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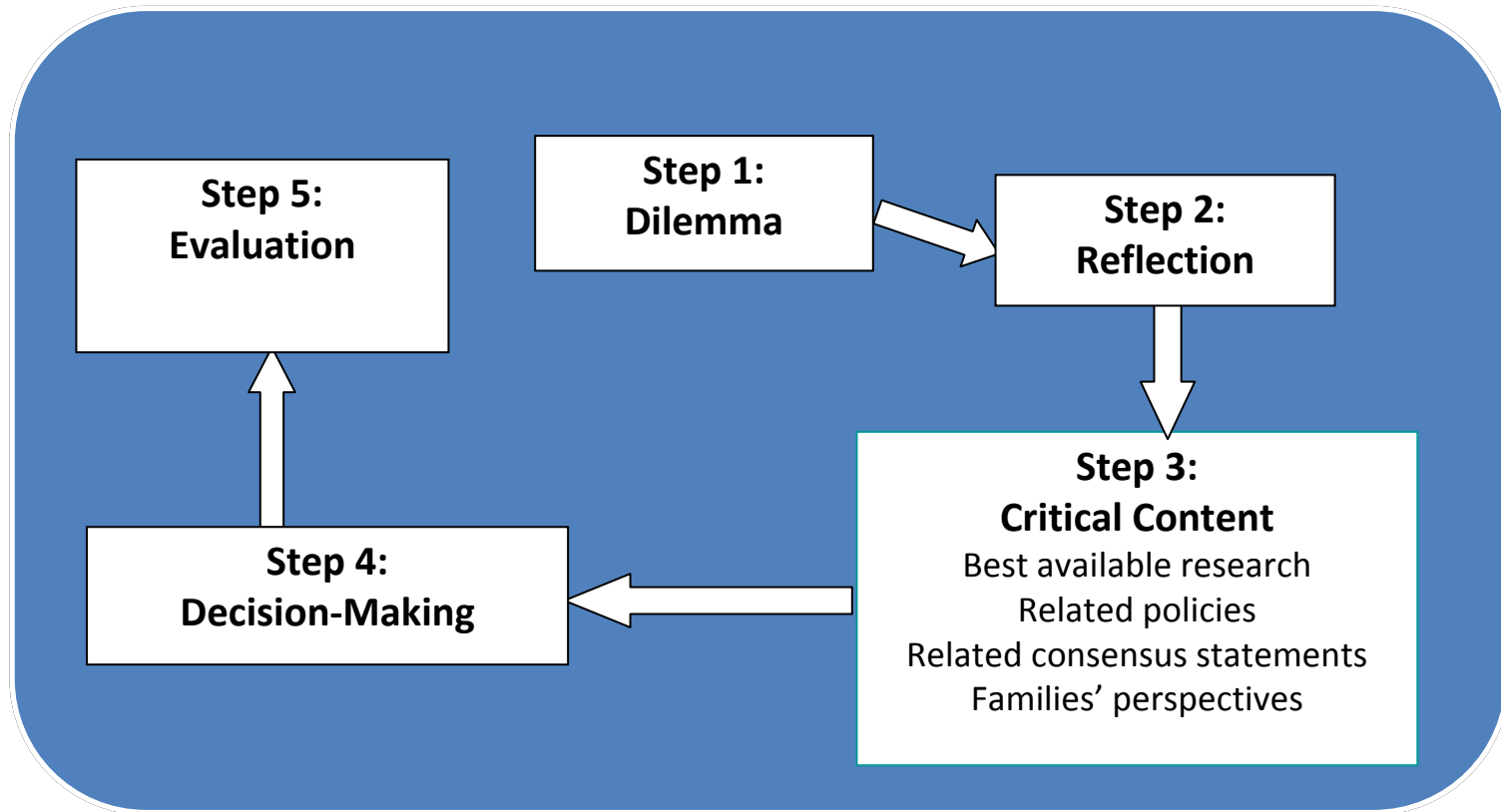
CONNECT's Learning Cycle




**CONNECT's Learning
Cycle**

**Integration of how people
learn and EBP**

CONNECT's Learning Cycle





Module 1
Inclusion:
Embedded learning activities
to support participation

Step 1: Dilemma

- Will he be able to communicate with adults & peers?
- Will he be able to participate in activities at home, in school, and in the community?

How can I do this?

Luke's teacher



What embedded learning activities would support Luke's participation in school?

**Step 2:
Reflection**

Turn the dilemma into an answerable question

Step 3: Critical Content

- Definition & examples of practice
- Best available research
- Related policies
- Related consensus statements
- Families' perspectives



Definition and Examples of Embedded Learning Activities

Embedded learning activities are a specially designed set of practices that are used to promote children's engagement, learning, and independence in everyday activities, routines, and transitions in the classroom, home, and community.

Examples:

- Incorporate a counting activity into snack time
- Add books to the dramatic play center to promote concepts of print
- Others?



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Learners will:

- Describe the practice
- Provide examples
- Recognize the practice
- Explain how the practice supports the targeted goals

**Step 3: Critical
Content**

Activity Sequence

Steps 4 & 5: Decision-Making & Evaluation

- Step 4: Integrate all the perspectives and sources of knowledge provided in *Critical Content*
- Step 5: Consider ways to evaluate the results of the practice decision and plans to implement it



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How might
you use it?

View it again at:

<http://community.fpg.unc.edu/connect>

Or download it directly at:

<http://community.fpg.unc.edu/connect/more-about/resource-downloads>

**To find out how others are using
the Foundations video, visit:
<http://community.fpg.unc.edu/>**

Early Childhood Community

Pose a Question. Share a Challenge. Contribute Ideas.

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