

CONNECT

The Center to Mobilize Early Childhood Knowledge




A partnership between:

UNC FPG CHILD DEVELOPMENT INSTITUTE

KU THE UNIVERSITY OF KANSAS

UNIVERSITY OF KENTUCKY

Funded by:

IDEAs that Work

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Web-based professional development resources to support inclusion of children with disabilities

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.

Purposes of CONNECT

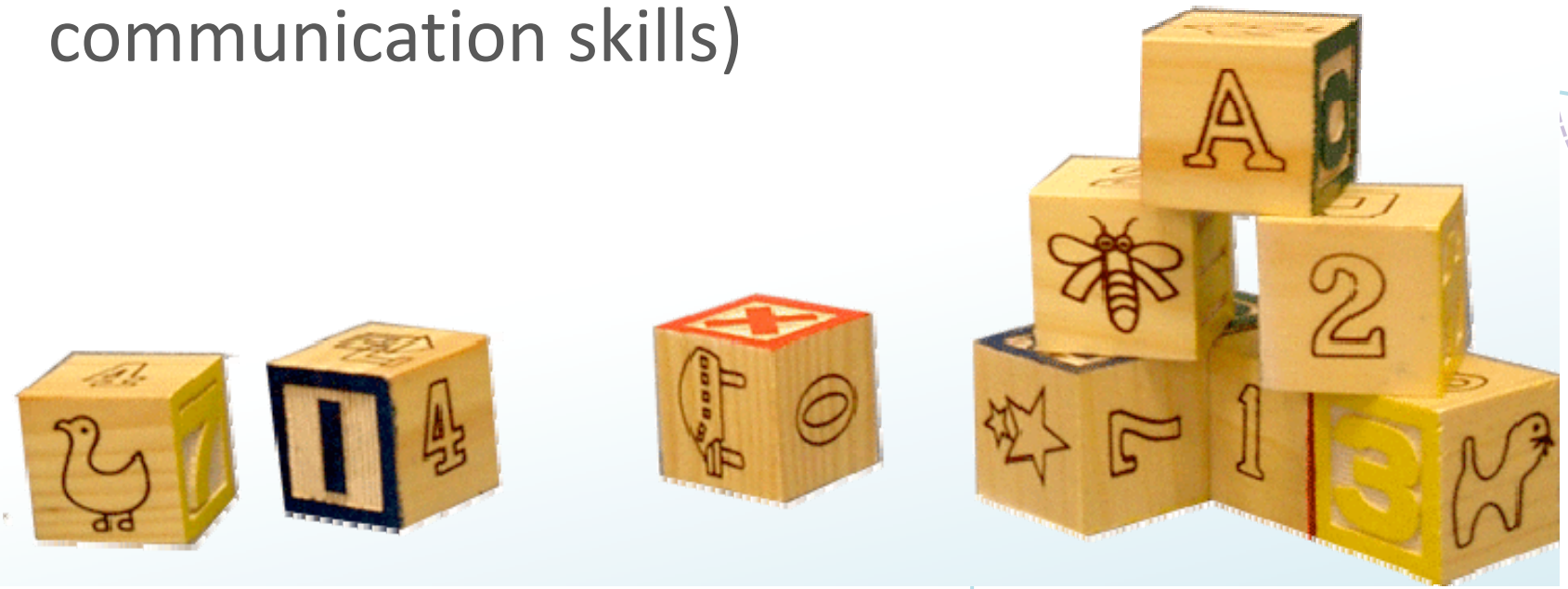
- Web-based PD resources and modules
- Focus on young children with disabilities and their families
- Help build early childhood practitioners' abilities to make evidence-based decisions

Examples of how modules will be used?

- Send learners to the website
- Download resources in advance to use in PD opportunities
- Display website 'live' (using an internet connection)
- Others?

Upcoming modules

- Embedded interventions
- Transitions
- Family-professional partnerships (focused on communication skills)



CONNECT Module Design

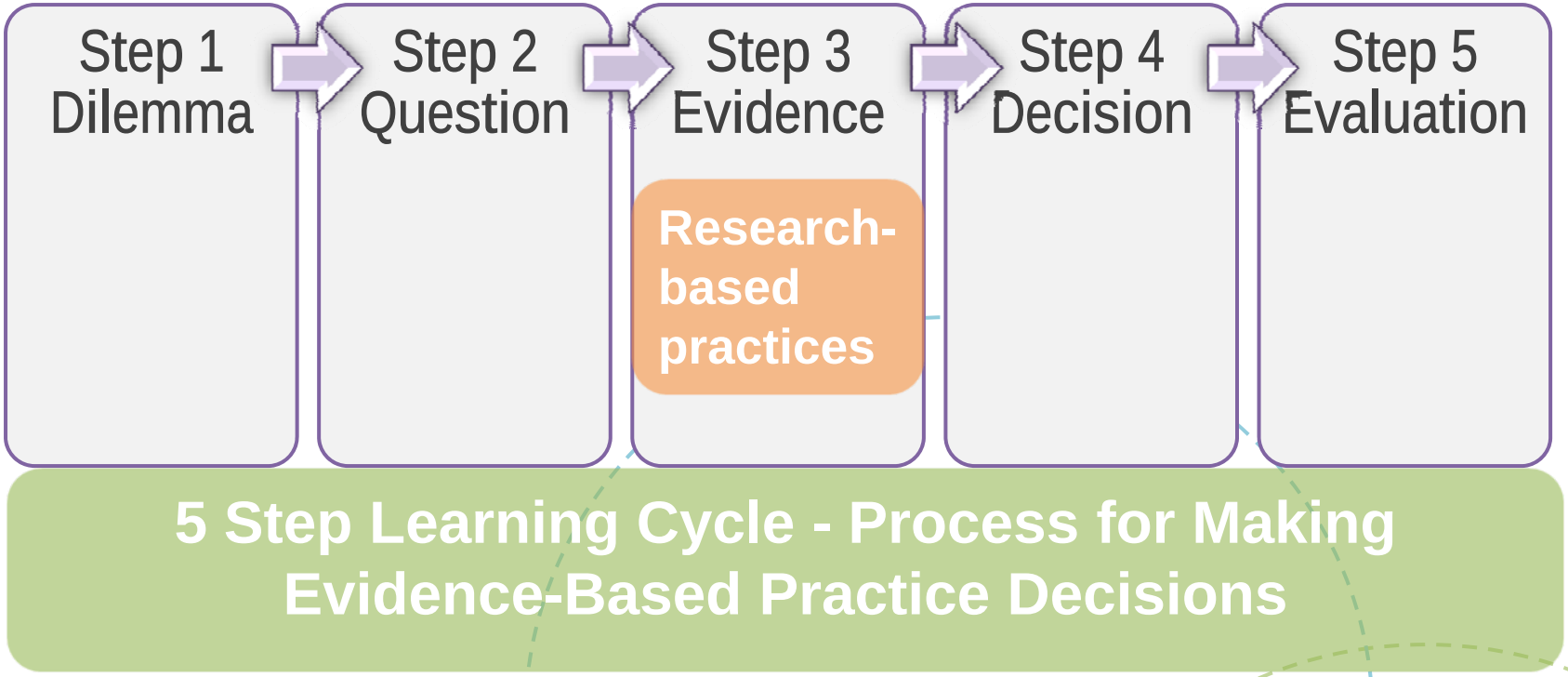
What does evidence-based practice (EBP) mean?

identifying specific research-based practices that have been validated through a rigorous review process

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

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

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006


Step 1
Dilemma
Step 2
Question
Step 3
Evidence
Step 4
Decision
Step 5
Evaluation
Research-based practices
5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions

Module 1

Inclusion: Embedded interventions to promote participation


Foundations of
Inclusion Birth–Five
http://community.fpg.unc.edu/connect

Definition and Examples of Embedded Interventions

Embedded interventions are specially designed 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:

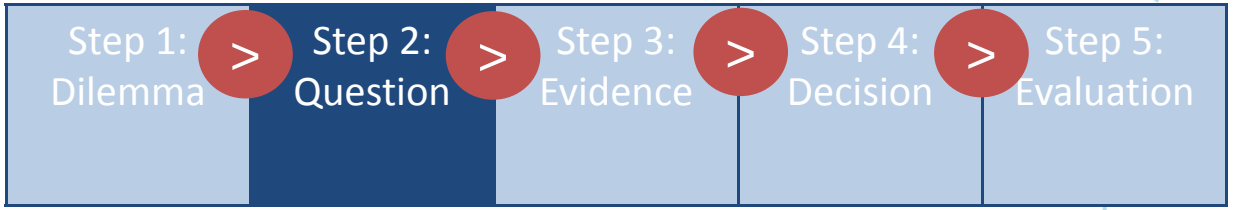
- Incorporate a counting activity into snack time
- Add books to the dramatic play center to promote concepts of print

Step 1: Dilemma

Step 1: Dilemma > Step 2: Question > Step 3: Evidence > Step 4: Decision > Step 5: Evaluation

Turn the Dilemma into an Answerable Question

For children like Luke who have significant language delays and limited experience being around other children are **embedded interventions** effective practices to achieve the following outcomes, that Luke will communicate his wants and needs to adults and peers; and will participate in learning activities with peers, such as story time and circle time?



Putting the details into a chart may be helpful for you to identify the question:

PICO	P **Person** (child or family of focus) or Program issue	I **Interventions** or practice(s) being considered	C **Comparison** to alternate Interventions (if applicable)	O **Outcomes** desired
Responses	Young children (2-3 yrs of age) Developmental delays in language & social skills	Embedded interventions	NA	Luke will communicate his wants and needs to adults and peers; and he will participate in learning activities with peers

Step 1: Dilemma > Step 2: Question > Step 3: Evidence > Step 4: Decision > Step 5: Evaluation

Step3: Evidence

- Definition & examples of practice
- Research
  - *Research Synthesis Points*
- Policies
  - *Policy Advisory on Inclusion*
- Consensus statements
  - *DEC / NAEYC Joint Position Statement on Early Childhood Inclusion*
- Experience-based knowledge
  - *Parents Speak Out*

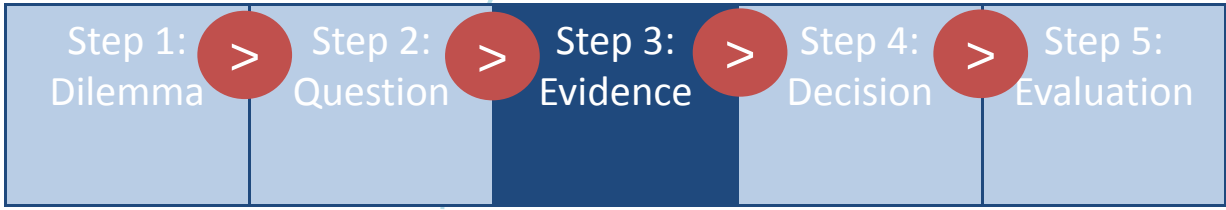
Examples of ways to implement embedded interventions

- **Environmental Modification**

Altering or arranging the classroom, home, or community environment to promote participation, engagement, and learning of children

- **Peer Support**

Enlisting peers to help children reach goals and participate fully and meaningfully in the classroom, home, or community



Environmental modification

Peer Support

Step 1: Dilemma > Step 2: Question > **Step 3: Evidence** > Step 4: Decision > Step 5: Evaluation

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Combination of Strategies

Teacher is holding a voice output device

Jack, a 4-year old with severe motor challenges

Step 1: Dilemma > Step 2: Question > **Step 3: Evidence** > Step 4: Decision > Step 5: Evaluation

What examples of embedded interventions did you see?

Step 4: Decision

Evidence
- Research
- Consensus statements & policies
- Experience-based knowledge

Unique Perspectives & Contexts of the Dilemma

Integrate

Decision

Step 1: Dilemma > Step 2: Question > Step 3: Evidence > **Step 4: Decision** > Step 5: Evaluation

Handout 1.12

Child Activi

Child:

Learning Go

1.

2.

Daily Schedule

(EM = Environmental modification, PS = Peer support)

Daily Schedule	Embedded Interventions Addressing Goal #1	Embedded Interventions Addressing Goal #2
Arrival/Free Choice Play		Speech therapist engages peers to sing with gestures familiar songs with Luke (i.e., Itsy Bitsy Spider; Twinkle, Twinkle, etc. (PS)
Large group (e.g., circle or story time)		
Outdoor Play		
Small groups (e.g., activity centers)		
Lunch	Teacher encourages Luke's use of his SpringBoard to request more food and to communicate when he is finished. (EM)	

Adapted from: Sandall, S. R., & Swartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs.* Baltimore: Brookes.

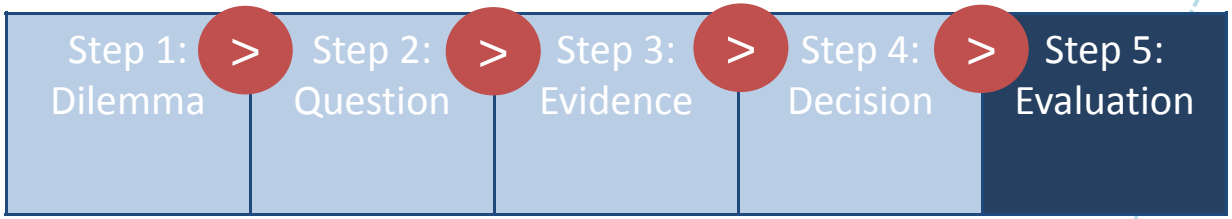
Step 1: Dilemma > Step 2: Question > Step 3: Evidence > **Step 4: Decision** > Step 5: Evaluation

Step 5: Evaluation

Determine if the intervention was implemented?

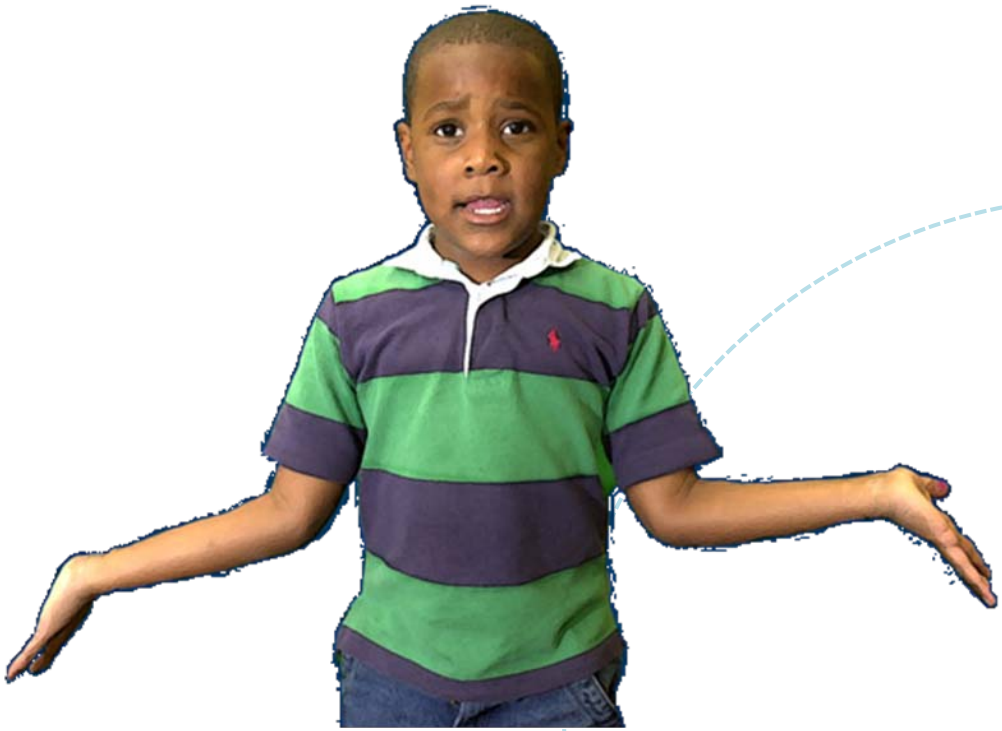
Determine if the intervention was effective?

Summarize and use assessment results to determine if the goal(s) are met.



How could you envision using a module like the one described here today?

Q&A

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Early Childhood Community

Pose a Question. Share a Challenge. Contribute Ideas.