

# An Evidence-Based Practice (EBP) Approach to Professional Development: What and How?



**OSEP Project Directors Meeting  
July 19, 2010  
Washington, DC**


**Presented by:  
Pam Winton  
PI, CONNECT  
FPG Child Development Institute**



# OSEP Perspective

- Purpose of Personnel Development Program: Ensure that personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving children with disabilities.
- Requirement for Applications: Training requirements and required coursework for the proposed training program incorporate research-based practices that improve outcomes for children with disabilities.
- GPRA Measure: Percentage of projects that incorporate evidence-based practices into their curriculum.

# Goals of Our Session

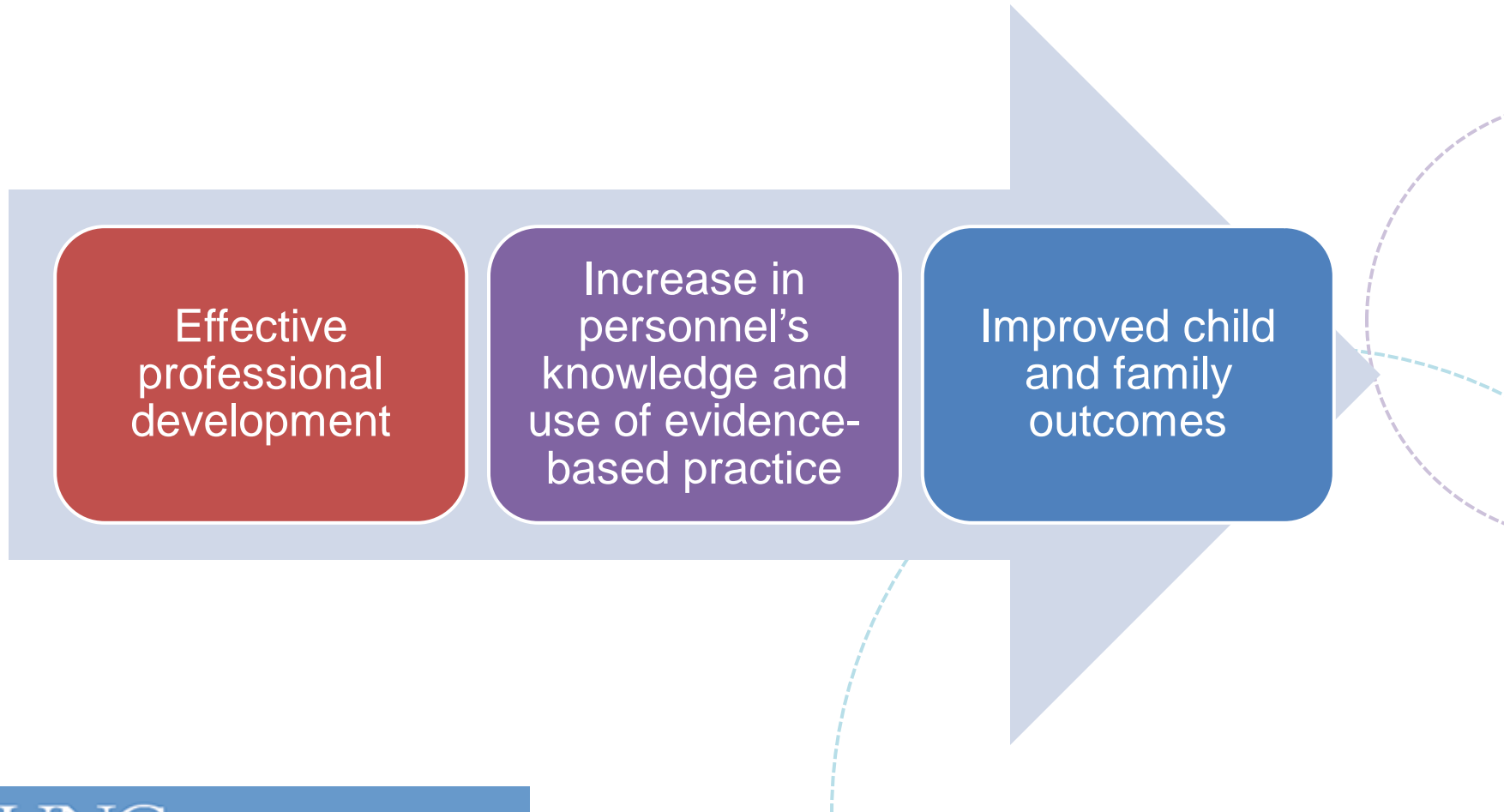


**DEFINE  
EVIDENCE-BASED  
PRACTICE (EBP)**

**EXPLORE  
INCOPORATING  
EBP into  
professional  
development  
(PD)**

**LEARN ABOUT  
RESOURCES**

# Context: Increased Attention to PD Quality



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# Shift in the field to focus on evidence-based practices



Practitioners  
are expected  
to use  
evidence-  
based practice



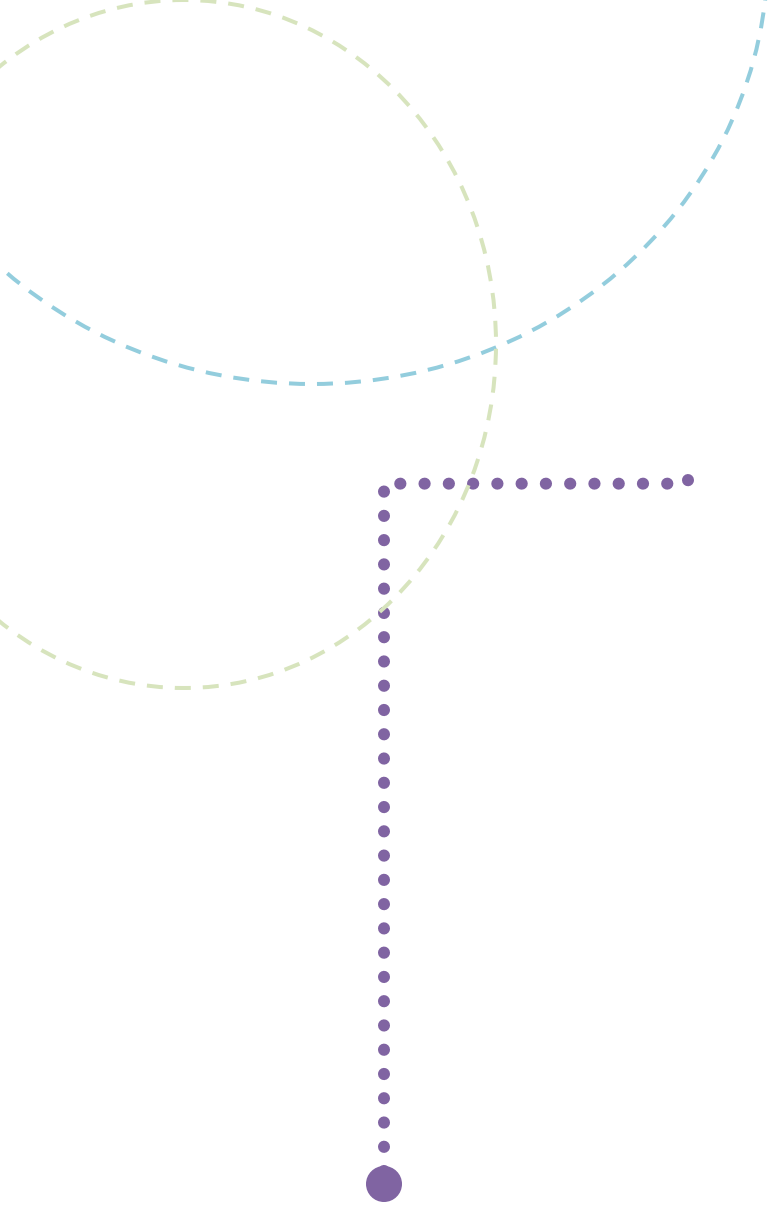
Faculty are  
expected to  
incorporate EBP  
into PD.  
But what does  
that mean?





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

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



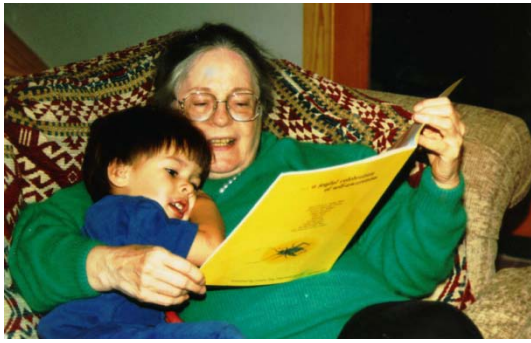
A decision-making process that **integrates** the best available research evidence with family & professional wisdom & values

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



# What is your definition of EBP?





# CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge



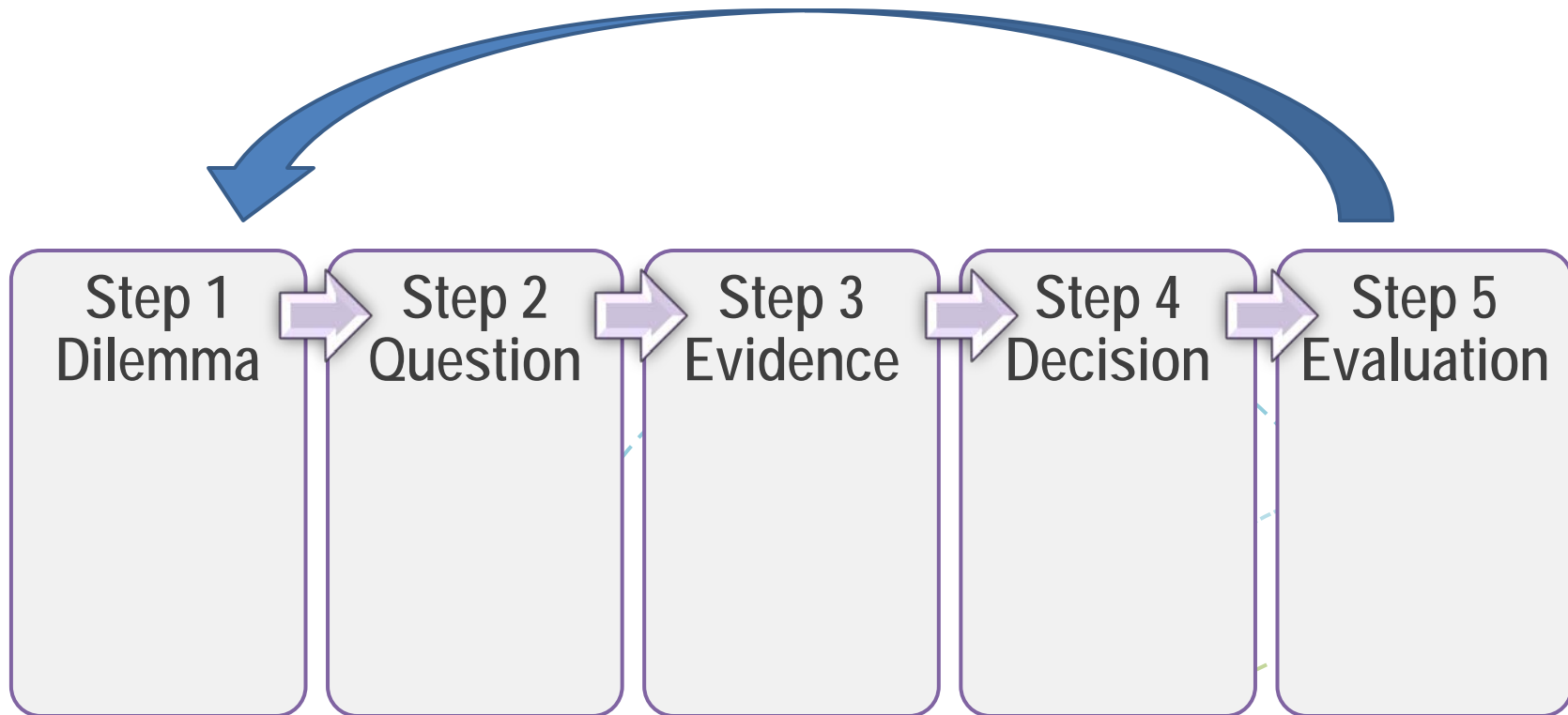
A partnership between:



Funded by:



# An Approach for Incorporating EBP into PD



**5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions**

# CONNECT: An EBP Approach to PD

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



## CONNECT Modules



### Learn about practices to solve dilemmas in early childhood settings.

- Free resources including video clips, activities, and handouts designed for instructors and learners
- Focus on young children with disabilities in inclusive environments
- Help build practitioners' abilities to make evidence-based decisions
- Designed to be embedded into existing curricula, coursework and other professional development opportunities

[Learner Modules >](#)

[Resource Library >](#)

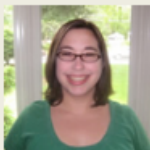
[Instructor Community >](#)

[Help/FAQs >](#)

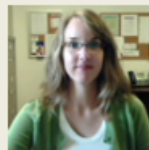
Click above for a 4-minute overview of CONNECT's evidence-based practice approach to professional development

### GET CONNECTED

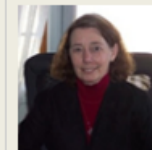
CONNECT Module news and announcements for instructors from the monthly newsletter "Professional Development on Inclusion eNews" [subscribe](#)



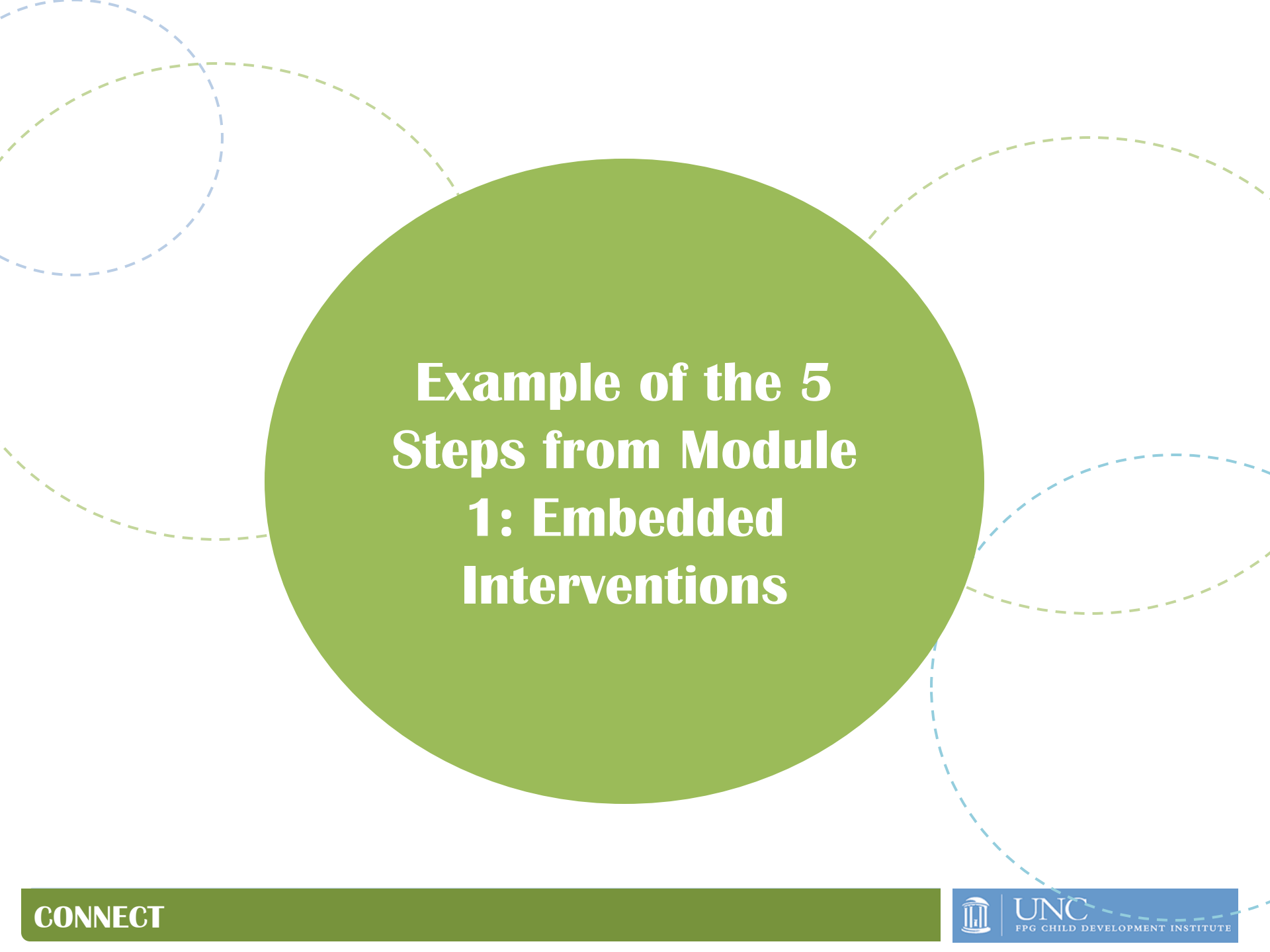
"I really loved the quality of the resources available and was able to use the resources to support my teaching across many different topics and course sessions."



"The format was excellent! The video clips and following activities helped make the learning process very engaging for students."



"We used the 5-step learning cycle in the Module as our framework for an all-day workshop for early childhood practitioners. Inclusion is such a broad topic and being able to narrow it in this way was very helpful."



# **Example of the 5 Steps from Module 1: Embedded Interventions**

# Step 1: Dilemma



Teacher's Perspective (Jackie)

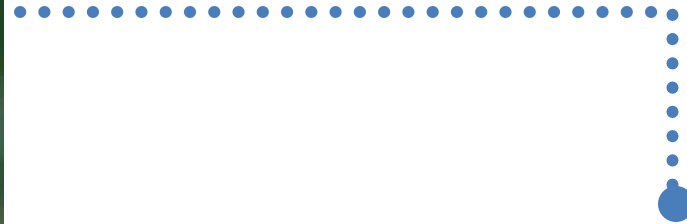


Family's Perspective (Christine)

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



# Step 2: Question



What interventions are effective in promoting learning in the areas of communication and social development?

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision

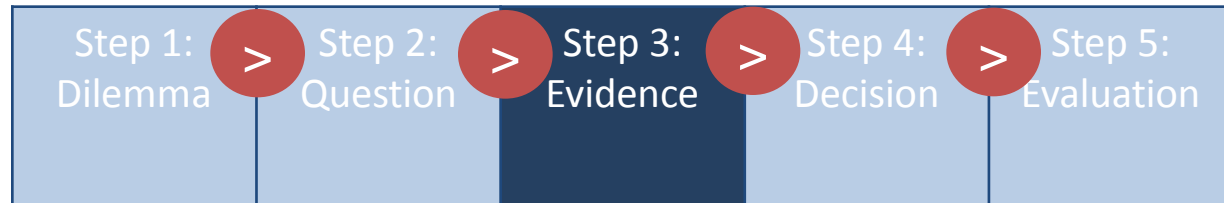


Step 5:  
Evaluation



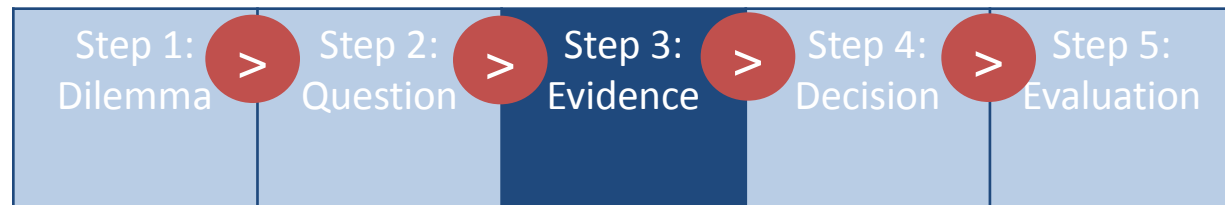
# Step 3: General Evidence

- Definition & demonstration of practice
- Research
- Policies
- Experience-based knowledge



# Definition of the Practice

**Embedded interventions** are strategies that address specific learning goals within the context of everyday activities, routines, and transitions at home, at school or in the community.



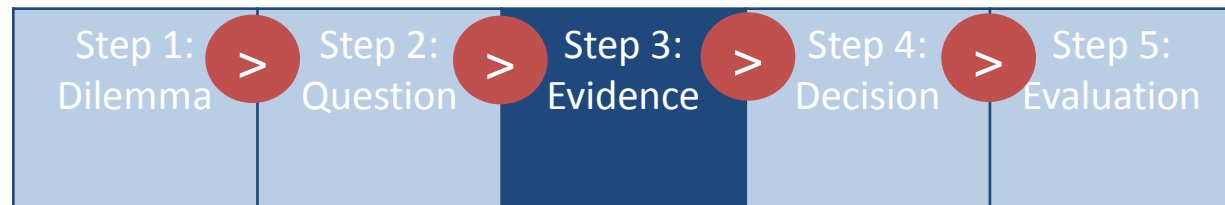
# Examples of ways to implement embedded interventions

## ■ **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





**Video 1.8: Routine in the community – going to the store**



**Video 1.12: Routine in a program – rolling with friends**

# Video Examples of Embedded Interventions



**Video 1.18: Using Video for REALLY Watching**

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



## Research Summary on Embedded Interventions

RESEARCHERS at the University of Florida analyzed 36 research studies on embedded interventions. They wanted to find out the following:

- how the practice was defined across different studies,
- who implemented the practice and in what type of settings,
- what the characteristics of the children were and
- whether the practice was beneficial for young children.

Here is what the researchers learned.

### How was the practice of embedding interventions defined?

Embedded interventions are teaching strategies that address a specific learning goal within the context of everyday activities, routines, and transitions at home, at school, or in the community. Terms such as routines-based interventions, embedded instruction, or embedded learning are used to mean the same thing.

### Who implemented embedded interventions and in what type of settings?

Almost half of the people implementing embedded interventions were pre-kindergarten teachers. Others were assistant teachers and graduate students. The interventions were implemented in a variety of early childhood settings including preschool classrooms, early childhood special education classrooms, community-based child care programs, and Head Start.

### What were the characteristics of the children who participated in the research?

About two-thirds of the children were boys. The children ranged in age from 2-7 years of age. About one-half of the children had some type of developmental delay. The remaining children had speech-language delays, Autism, or Down syndrome.



Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation



Jackie  
Child Care Teacher



## Policy Advisory The Law on Inclusive Education

### INCLUSION

is the principle that supports the education of children with disabilities alongside their peers rather than separately. Both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Sec. 504) require schools and agencies to provide equal educational opportunities for children with disabilities. Ever since *Brown v. Board of Education* held that separate was not equal, inclusion has been a requirement to provide equal educational opportunities. But the primary source for the inclusion of individuals with disabilities is the Individuals with Disabilities Education Act or IDEA. IDEA not only supports equal educational opportunities, it specifically requires schools to support inclusion of children with disabilities through the least restrictive environment mandates. For preschool and school age children (ages 3-21), IDEA requires that children with disabilities be educated in the "least restrictive environment" (§1412(a)(5) and §1413(a)(1)). For toddlers (ages 0-3) with disabilities, IDEA promotes the use of "natural environments" for early services (§1432(4)(G)).

### Federal law on inclusion in schools

is justified as part of equal opportunities; in enacting IDEA (and in revision of the law) Congress has recognized the benefits of inclusion. Section 1412(a)(5) states:

"...the results of research and demonstration have demonstrated that the education of children with disabilities can be made more effective by... ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible."

In addition to the academic benefits of inclusion, courts have long recognized that there are non-educational benefits to inclusion that are important to the quality of life of children with disabilities—such as the opportunity to make friends and increase acceptance among their peers (*Daniel R.R. v. State Bd. of Educ.*, 1989; *Sacramento City Sch. Dist. v. Rachel H.*, 1994). Federal law thus recognizes and supports inclusion because of the developmental

educational, and social benefits that inclusion provides to children with disabilities.

### How does federal law define inclusion and what does it involve?

Inclusion is not specifically defined in the law, but is supported through the least restrictive and natural environment. Together these require three areas: placement of the child with children who do not have disabilities, access to the standard educational or developmental curriculum, and participation in typical non-academic activities.

The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) have developed a joint position statement on early childhood inclusion. For more information on that definition and specifics on access, participation and supports for inclusion, visit <http://community.fpg.unc.edu>



Rud Turnbull  
Director of Beach Center on Disability

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

# Step 4: Decision

## Evidence

- Research
- 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



(EM = Environmental modification)

Daily Schedule	Embedded Interventions Addressing Goal #1	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 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.

Handout 1.14

## Observation Form

Child: Luke

Goal: Communication - Luke will use any means to communicate across a range of communication functions (requesting objects, actions and information, commenting, getting attention, acknowledging)

Date: \_\_\_\_\_

### Measurable Objectives

1. Luke will initiate interaction with familiar adults for requests and showing (commenting) using sounds, gestures and actions and his SpringBoard at least 3 times in each of 5 daily routines.
2. Luke will consistently acknowledge initiations by others with any communicative means (7 of ten times when his attention to the speaker is already established).
3. Luke will use his SpringBoard to engage in 3 conversational reciprocal turns (at least 3 times in each of 5 daily routines).
4. Luke will link 2 words through gesture, sign and SpringBoard to request and comment (at least 5 times in each of 5 daily routines).
5. Luke will use any communicative means to comment (3 times in each of 5 daily routines).

Objective	1 initiate	2 acknowledge	3 reciprocal	4 2 words	5 comment
Mealtimes	I				
Free Play		III			
Circle					
Playground					
Notes	<p>Today I observed and talked during Breakfast and Circle Time. Luke was in his usual good mood.</p> <p>Luke is still getting used to the classroom and the new adults and struggles to initiate.</p> <p>Luke will generally acknowledge adult interaction but rarely with a peer.</p> <p>Luke did use two reciprocal turns during breakfast several times.</p> <p>Luke was able to request milk on his device "I please."</p> <p>Luke struggled to remain engaged in Circle Time today. I will observe another day.</p>				

CONNECT - 2009  
<http://community.fpg.unc.edu/>

Page 1

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation

# Module 1 Resources

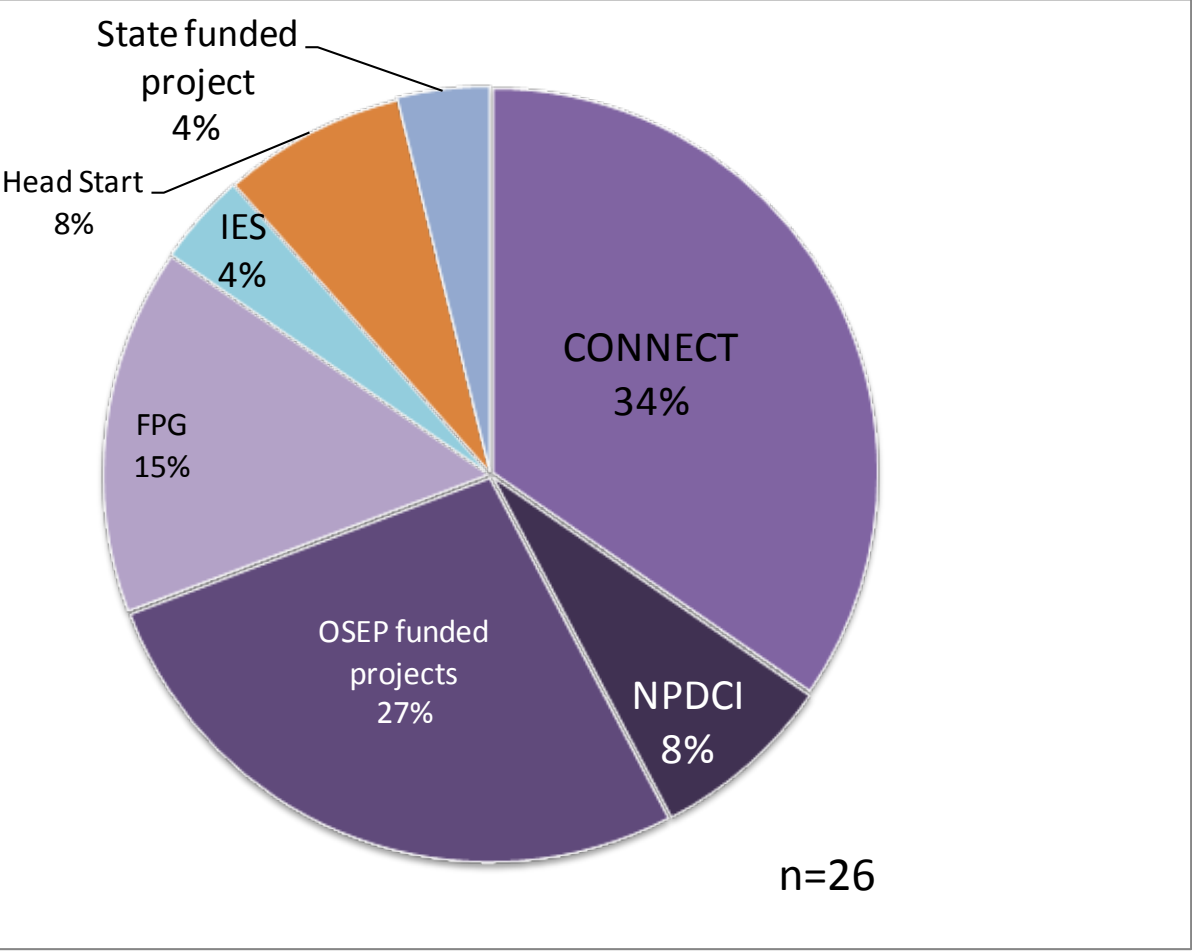
- 21 video clips
- 5 audio clips
- 14 handouts
- 14 activities
- 14 alternate activities
- 28 instructors' activity guides

# Partnership Resources



**Child Care & Early Education  
RESEARCH CONNECTIONS**





65% of assets were repurposed from existing resources.

\*The above resources include video clips, documents, and research syntheses but not photos.

# Instructors' Support

## Instructor Community



### Announcements

The CONNECT Modules are now available here, online, free-of-charge to instructors and learners nationwide.

### Getting Started Videos

#### About CONNECT Modules

A 3-minute video presentation of CONNECT's evidence-based practice approach to professional development

Tours: [Instructor Community](#) | [Learner Modules](#) | [Resource Library](#)

Quick 2-3 minute video tours of the major CONNECT Module site sections.

pdf version - ["Getting Started: The CONNECT Modules Website Guide"](#)

Stay connected: [Subscribe to Newsletter \(by email\)](#) | [Subscribe to Blog \(by RSS feed\)](#)

### Help/FAQs

Frequently asked questions and help documents for Instructors

### Discussion Board

A place for instructors to ask questions and share ideas with other instructors and CONNECT staff.

Current discussions:

[Module Usage](#) | [Textbooks](#)

### Additional Instructor Resources

[Learner Modules Section](#) | [Resource Library Section](#)

#### FPG Snapshot: Evidence Based Practice

Is this your first time using an evidence-based practice approach in your professional development? Download this pdf document for a quick overview of EBP.

Learn more  
about EBP

### Instructor Dashboards

One page for each module. They contain links to all learner materials, including: activity guides, personnel preparation and outcomes, and downloadable versions of videos and audio

### Interventions

Interventions are evidence-based practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

[Go to Module 1 >](#)



# COMING SOON



- Transition – **Fall, 2010**
- Communication for Collaboration – **Fall, 2010**
- Family- Professional Partnerships - 2010
- Assistive Technology - 2011
- Tiered Approaches - 2011
  - Social emotional
  - Academic practices



# How EBP is Incorporated into PD

- Provides **best available research** on a specific practice
- Builds **evidence-based decision-making skills**
- Reflects research on **effective PD**
  - Practice -focused rather than general content
  - Actively engages learners
  - Includes strategies for guidance and feedback to learners
  - Aligns with standards, curricula & assessments



Ann Turnbull

Making a Significant & Sustainable Difference in Quality of Life  
*Beach Center on Disability*

**KU** THE UNIVERSITY OF  
**KANSAS**

Pam Winton, Virginia Buysse, Maggie Connolly, Chih Ing Lim, Jonathan Green, Christine Lindauer, Heidi Hollingsworth,



**UNC**

FPG CHILD DEVELOPMENT INSTITUTE

Beth Rous & Patti

**HDI** HumanDevelopment  
 institute  
 UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES

UNIVERSITY OF  
**KENTUCKY**

Dawn Ellis  
 Office of Special Education Programs



# Small Group Discussion



How is an EBP approach reflected in your curricula & syllabi? What resources do you use?



# Thank You

