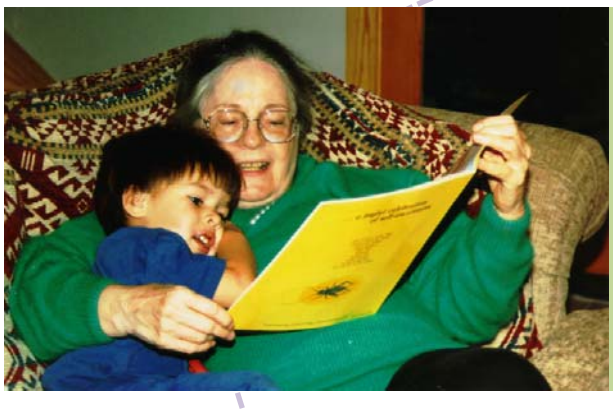

CONNECT

The Center to Mobilize Early Childhood Knowledge

A Web-based Resource to Provide High Quality Professional Development

Chih-Ing Lim & Dale Epstein

May 1, 2013

2013 National Smart Start Conference

http://community.fpg.unc.edu

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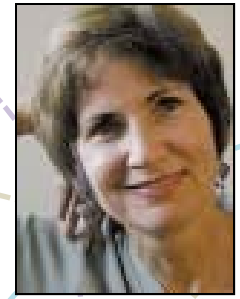
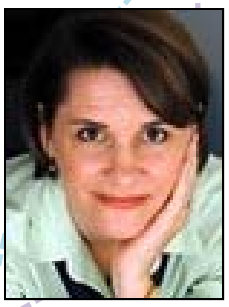
UNIVERSITY OF KENTUCKY

IDEAs that Work

The CONNECT Team



Pam Winton
University of
North Carolina at
Chapel Hill



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Context: The Great American Workforce

Source: http://www.flickr.com/photos/mrsdkrebs/5903152720/

Context: Increased Focus on Individualizing for Each and Every Child

Context: Child Care Professionals are Expected to Use Evidence-Based Practice

Evidence-Based Practice is……

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

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

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

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

Context: Faculty and PD Providers are Expected to Incorporate EBP into their Work

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Introductions and share your everyday dilemmas

What are some of the challenges you face every day related to educating high needs children, especially those with disabilities?

Dilemma example

Child care teacher's perspective
(Jackie)

Parent's perspective
(Christine)

Two Components of Evidence-Based Professional Development

The PD **content** focuses on specific research-based teaching and intervening practices

The PD **delivery process** focuses on effective methods for building practitioners' knowledge and application of evidence-based practices

Research Evidence about Effective PD/TA Approaches

- Focused on specific instructional strategies rather than general content
- Infused with active learning opportunities, guided practice and corrective feedback
- Connected with program standards, curricula, and assessments
- Sustained over time and of considerable duration

-Snyder, Hemmeter, & McLanglin,2012;
Wei et al., 2009; Winton, 2010; Zaslow, et al., 2010

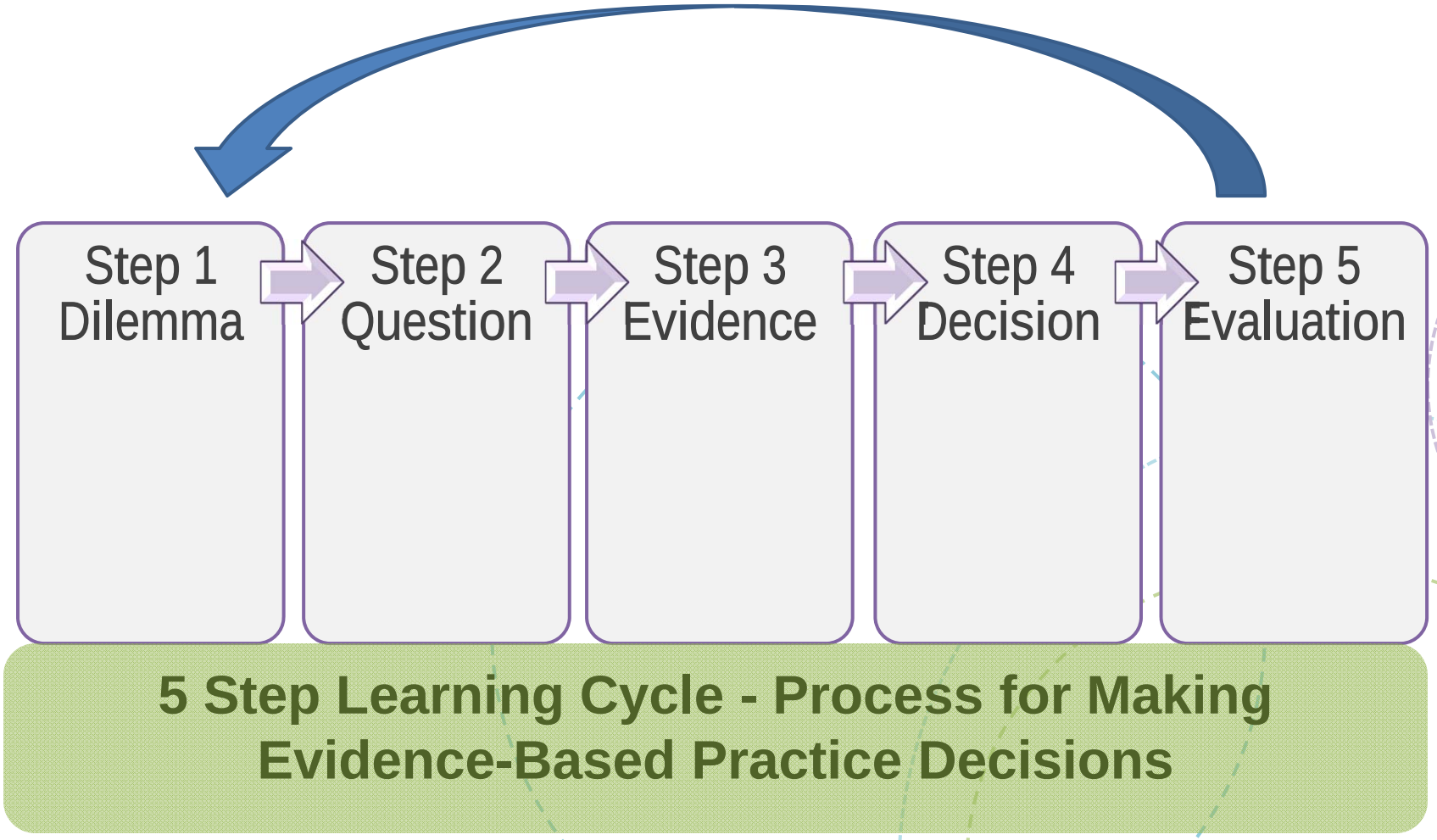
Our Target Audience

- 2-year and 4-year college faculty

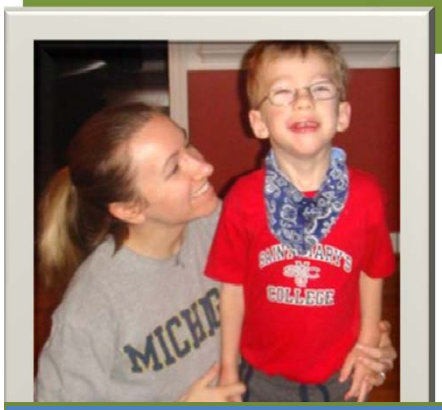
- Other professional development providers (e.g., trainers, TA specialists, coaches)

CONNECT Modules: Free practice-focused approach

Innovation: An Approach for Organizing Content to Incorporate EBP into PD



Available Modules

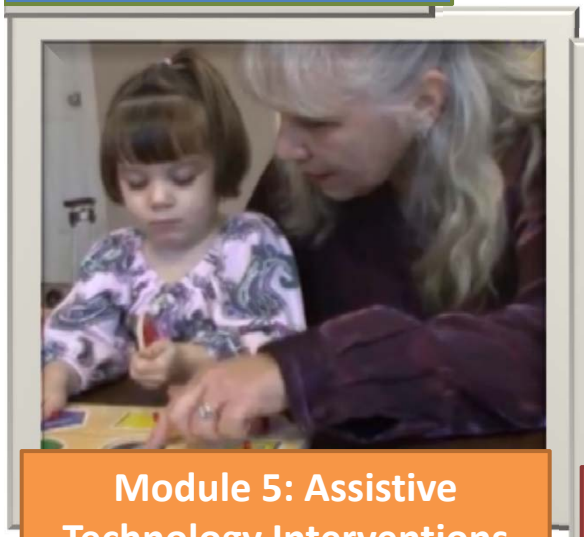


Module 1: Embedded Interventions

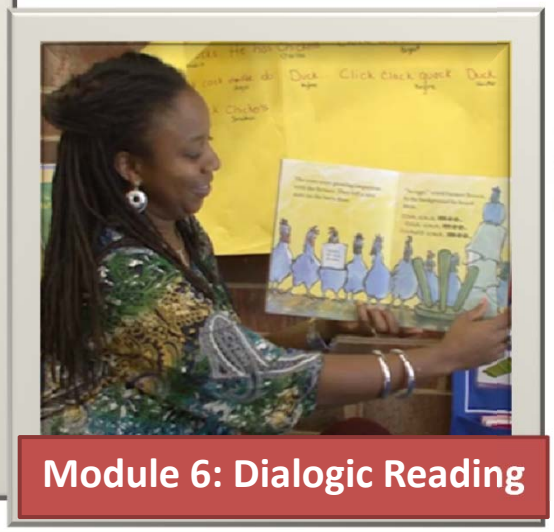
Module 2: Transition

Module 3: Communication for Collaboration

Module 4: Family-Professional Partnerships



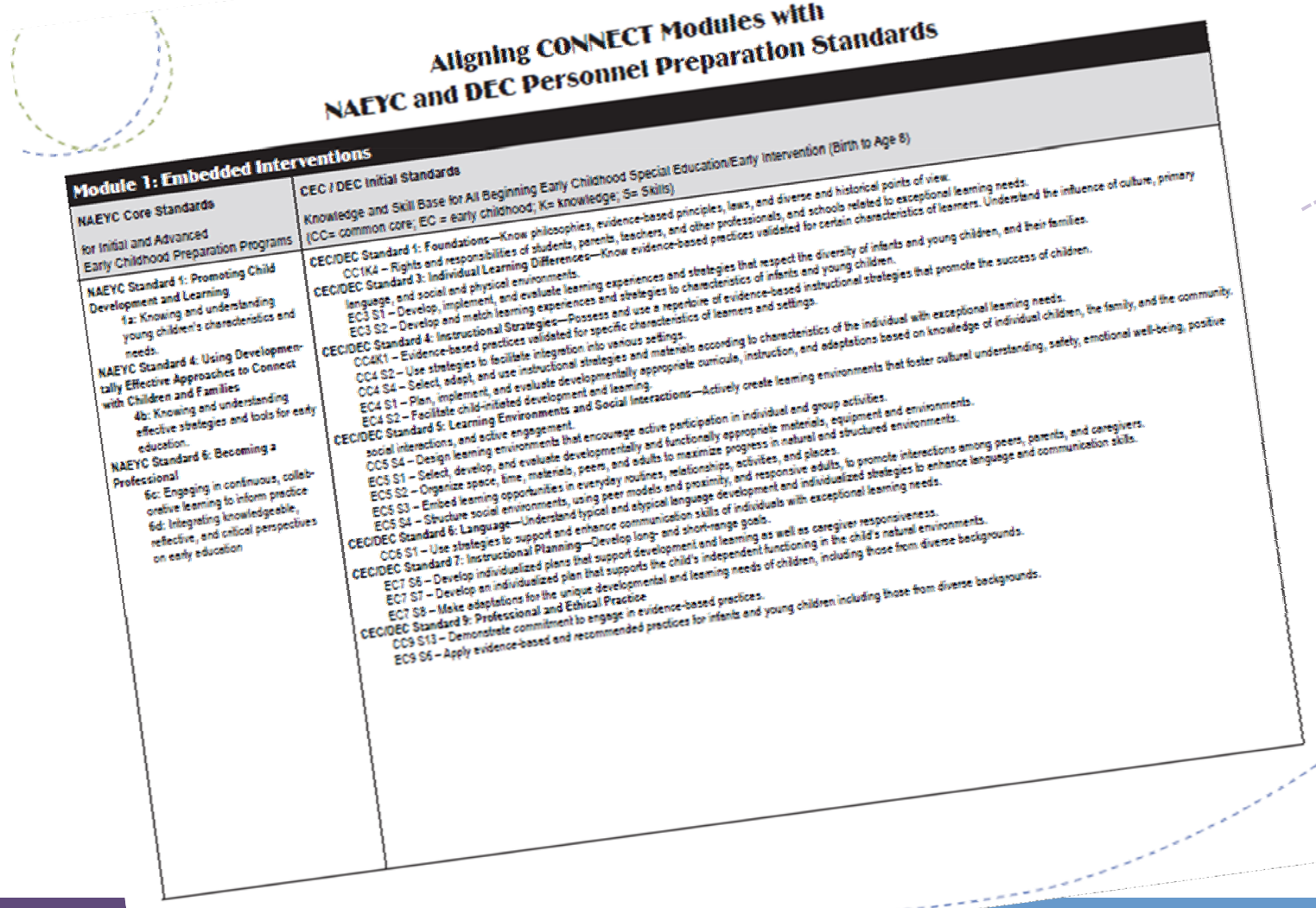
Module 5: Assistive Technology Interventions



Module 6: Dialogic Reading

Module 7: Tiered Instruction (Social emotional development & Academic learning)

CONNECT Modules Aligned to Personnel Preparation Standards



Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

Module 1: Embedded Interventions	CEC / DEC Initial Standards
NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs	Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8) (CC= common core; EC = early childhood; K= knowledge; S= Skills)
NAEYC Standard 1: Promoting Child Development and Learning 1a: Knowing and understanding young children's characteristics and needs. NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 4b: Knowing and understanding effective strategies and tools for early education. NAEYC Standard 6: Becoming a Professional 6c: Engaging in continuous, collaborative learning to inform practice 6d: Integrating knowledgeable, reflective, and critical perspectives on early education	CEC/DEC Standard 1: Foundations—Know philosophies, evidence-based principles, laws, and diverse and historical points of view. CC1K4 – Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. CEC/DEC Standard 3: Individual Learning Differences—Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments. EC3 S1 – Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families. EC3 S2 – Develop and match learning experiences and strategies to characteristics of infants and young children. CEC/DEC Standard 4: Instructional Strategies—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children. CC4K1 – Evidence-based practices validated for specific characteristics of learners and settings. CC4 S2 – Use strategies to facilitate integration into various settings. CC4 S4 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs. EC4 S1 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community. EC4 S2 – Facilitate child-initiated development and learning. CEC/DEC Standard 5: Learning Environments and Social Interactions—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement. CC5 S4 – Design learning environments that encourage active participation in individual and group activities. EC5 S1 – Select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments. EC5 S2 – Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. EC5 S3 – Embed learning opportunities in everyday routines, relationships, activities, and places. EC5 S4 – Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers. CEC/DEC Standard 6: Language—Understand typical and atypical language development and individualized strategies to enhance language and communication skills. CC6 S1 – Use strategies to support and enhance communication skills of individuals with exceptional learning needs. CEC/DEC Standard 7: Instructional Planning—Develop long- and short-range goals. EC7 S6 – Develop individualized plans that support development and learning as well as caregiver responsiveness. EC7 S7 – Develop an individualized plan that supports the child's independent functioning in the child's natural environments. EC7 S8 – Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds. CEC/DEC Standard 9: Professional and Ethical Practice CC9 S13 – Demonstrate commitment to engage in evidence-based practices. EC9 S6 – Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.

Connecting NC Early Learning Standards (Foundations) with CONNECT Modules

NC ELS for Preschool	CONNECT Modules
Approaches to Learning	Module 1: Embedded Interventions Module 5: Assistive Technology Module 6: Dialogic Reading
Emotional & Social Development	Module 1: Embedded Interventions Module 7: Tiered Instruction
Health & Physical Development	Module 5: Assistive Technology
Language Development & Communication	Module 6: Dialogic Reading Module 7: Tiered Instruction
Cognitive Development	Module 1: Embedded Interventions Module 6: Dialogic Reading Module 7: Tiered Instruction

CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

Search Site | Search

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enlarge text + | reduce text -

MODULES

These modules are designed for faculty and professional development providers to use in their professional development. Instructors, click on "For Instructors". Learners, click on "Go to Modules".

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NEW TO CONNECT MODULES?

- Video Quick Tours of the Site
- Tips for Instructors
- Site Help / Frequently Asked Questions
- Learn about the CONNECT project

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Discussions

Using CONNECT modules to modify existing courses for early childhood providers

Debbie Lickey and Deana Buck from the Virginia Paraprofessional Early Childhood Project share how they worked with community college faculty to embed CONNECT Modules into several courses in the program of studies. Read more...

Portuguese Adaptation of CONNECT Module 1: Two Years and A Pilot Study Later

How did learners respond to the Portuguese adaptation and translation of CONNECT Module 1: Embedded Interventions? Raquel Corval from

News and Announcements

CONNECT Module 7: Tiered Instruction – Now Available in Spanish

Read more...

Register NOW for CONNECT's Pre-Conference Workshop at DEC's Annual Conference 2012

Read more...

View all news >

Quick Poll

CONNECT Modules Quick Poll

What is your role in early childhood professional development?

Learner or Student (17 Responses) 14%

2-Year Faculty (28 Responses) 23%

4-Year Faculty (24 Responses) 19%

Consultant / Coach (29 Responses) 23%

Module 4: Family-Professional Partnerships

Learning Objectives

- Describe effective practices for developing trusting family-professional partnerships in early care and education programs.
- Use a decision-making process to select partnership-oriented practices linked to (a) developing an initial friendly relationship, (b) making shared decisions, and (c) developing a trusting partnership with families to address challenging issues.

Begin Module

Module Dashboard

Introduction
1 Step 1:Dilemma
2 Step 2: Question
3 Step 3: Evidence
4 Step 4: Decision
5 Step 5: Evaluation
Summary and Wrap Up
References and Credits
Supplemental Materials
OSEP Indicators and Outcomes
Personnel Preparation Standards
Module 4 Hints for

Select a step from the 5-Step Learning Cycle to view the description.

In Step 1 you will hear and read about two perspectives on a practice dilemma. The dilemma is about a teacher sharing a concern with a father of a preschool age child.

Activities

Handouts

Videos

Using the CONNECT Modules to Provide PD

Module 4: Family-Professional Partnerships

Step 1: Dilemma

Teacher's viewpoint (China)

Family's viewpoint (Aaron)

Step 1: Dilemma > Step 2: Reflection > Step 3: Content > Step 4: Decision-Making > Step 5: Evaluation

Step 2: Question

In working with families with young children in early care and education programs, are partnership-oriented practices effective in promoting trusting family-professional partnerships?

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

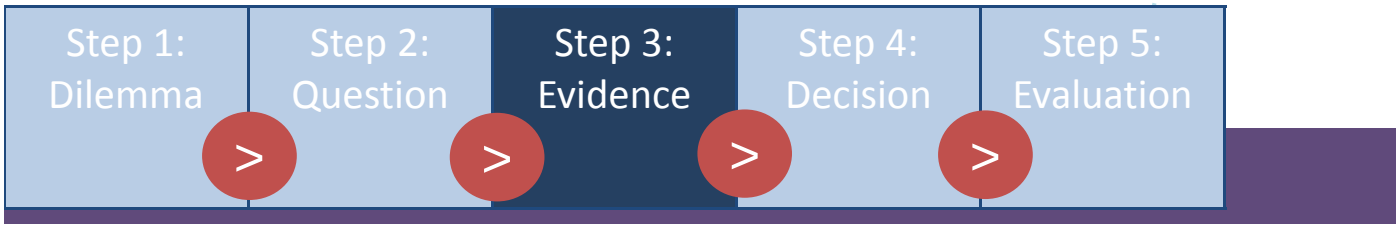
Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

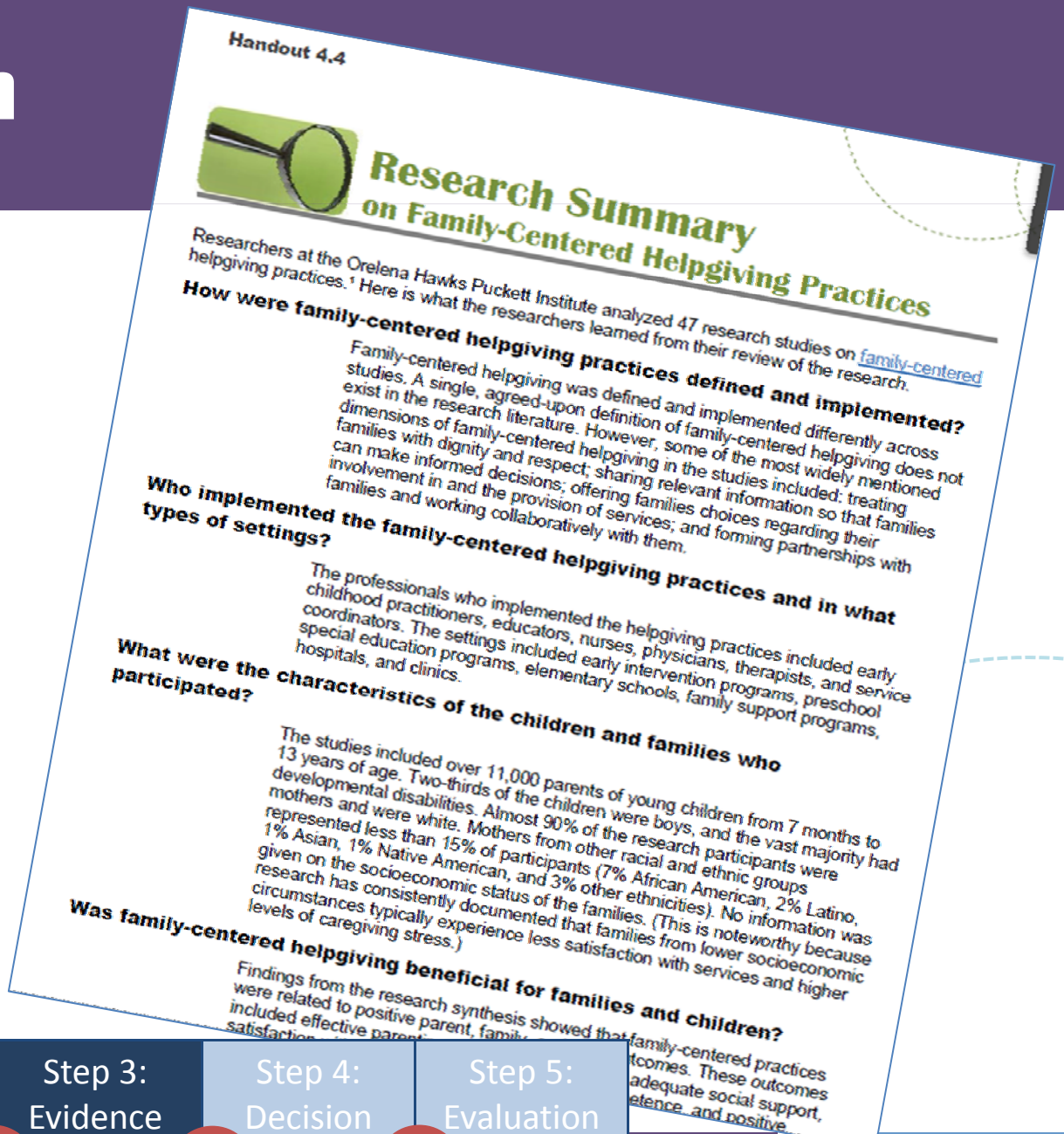
Evidence

Definition/
Demonstration of Practice

Teaching Component



Research



Handout 4.4

Research Summary on Family-Centered Helpgiving Practices

Researchers at the Orelena Hawks Puckett Institute analyzed 47 research studies on family-centered helpgiving practices.[1] Here is what the researchers learned from their review of the research.

How were family-centered helpgiving practices defined and implemented?

Family-centered helpgiving was defined and implemented differently across studies. A single, agreed-upon definition of family-centered helpgiving does not exist in the research literature. However, some of the most widely mentioned dimensions of family-centered helpgiving in the studies included: treating families with dignity and respect; sharing relevant information so that families can make informed decisions; offering families choices regarding their involvement in and the provision of services; and forming partnerships with families and working collaboratively with them.

Who implemented the family-centered helpgiving practices and in what types of settings?

The professionals who implemented the helpgiving practices included early childhood practitioners, educators, nurses, physicians, therapists, and service coordinators. The settings included early intervention programs, preschool special education programs, elementary schools, family support programs, hospitals, and clinics.

What were the characteristics of the children and families who participated?

The studies included over 11,000 parents of young children from 7 months to 13 years of age. Two-thirds of the children were boys, and the vast majority had developmental disabilities. Almost 90% of the research participants were mothers and were white. Mothers from other racial and ethnic groups represented less than 15% of participants (7% African American, 2% Latino, 1% Asian, 1% Native American, and 3% other ethnicities). No information was given on the socioeconomic status of the families. (This is noteworthy because research has consistently documented that families from lower socioeconomic circumstances typically experience less satisfaction with services and higher levels of caregiving stress.)

Was family-centered helpgiving beneficial for families and children?

Findings from the research synthesis showed that family-centered practices were related to positive parent, family [illegible] outcomes. These outcomes included effective parent[illegible] adequate social support, satisfaction[illegible] etence, and positive

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

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Demonstrations of Practice

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

Starting a relationship

Policy

Handout 4.5

Policy Advisory
The Law Governing Family-Professional Partnerships

Both the Head Start Program Performance Standards and the Individuals with Disabilities Education Act (IDEA) have significant emphasis on families being equal partners with professionals in making educational decisions about their children. The Head Start Program Performance Standards have been designed to provide Head Start programs with expectations, guidance and support related to the quality of services they provide. IDEA is the federal law that governs the education of children with disabilities, including developmental delays. Part C of IDEA authorizes the federal government and state governments to act on behalf of infants and toddlers (birth to three) (20 U.S.C. Part C). Part B authorizes them to act on behalf of young children (three to six) with disabilities (20 U.S.C. Part B).

Considerations for compliance with family-professional partnership policies

Family-professional partnerships are central components of the Head Start Program Performance Standards and IDEA. The policies make it clear that professionals must engage in joint decision-making with families in the delivery of services. To ensure the partnership is strong and effective, it is important to do the following:

(1) Individualize interactions and approaches to address each family's unique needs, priorities, and concerns.

(2) Actively engage families in planning and decision-making regarding priorities, services, and concerns.

What policies on family-professional partnerships exist for those within the Early Head Start and Head Start?

The Head Start Program Performance Standards emphasize the need for programs receiving Head Start and Early Head Start funds to collaborate with families. These standards include requirements for collaborative addressing goals, services, health and developmental concerns, and children's educational

is most explicit in outlining the importance of

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

Step 4: Decision

Unique Perspectives & Contexts of the Dilemma

Evidence
- Research
- Policies
- Experience-based knowledge

Integrate

Decision

- **Plan for implementation**
- **Identify, review and select strategies**

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

Plan for Implementation

Activity 4.13a

Create an implementation plan to develop a trusting partnership with Aaron

Name

Date

To complete this activity form electronically, remember to first save your file. If you need further assistance, see the Help & FAQs on pdfs.

Instructions

Complete the implementation plan to show how China will use specific partnership-oriented practices to develop a trusting partnership with Aaron.

Goal: To develop a trusting partnership with Aaron

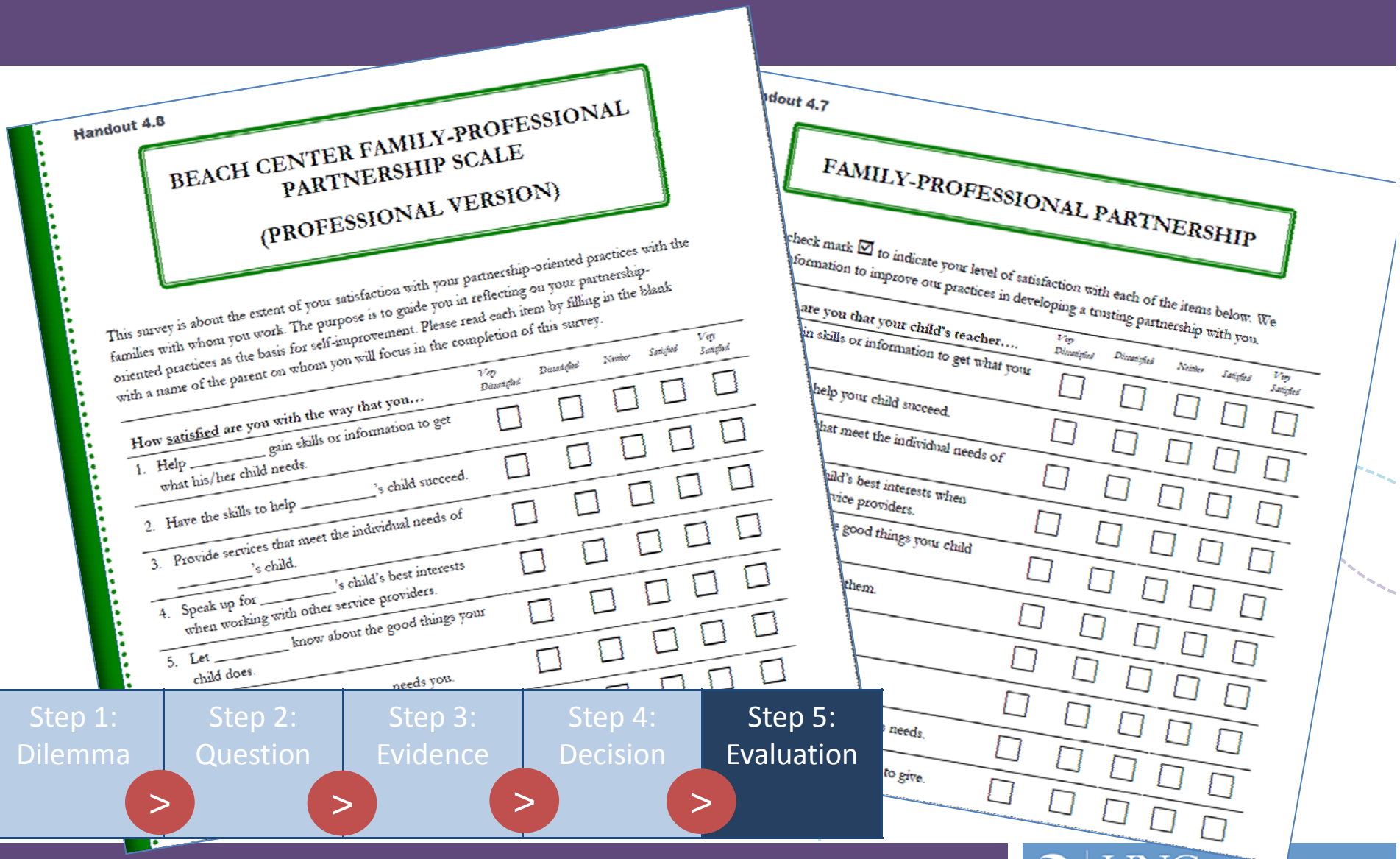
1. Practices for Developing an Initial Friendly Relationship (Beginning Ground)

Identify three practices from Handout 4.1 and Activity 4.10a that you believe are particularly appropriate to use with Aaron in developing an initial friendly relationship, and describe what China will do to implement these practices.

2. Practices for Making Shared Decisions

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

Step 5: Evaluation



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

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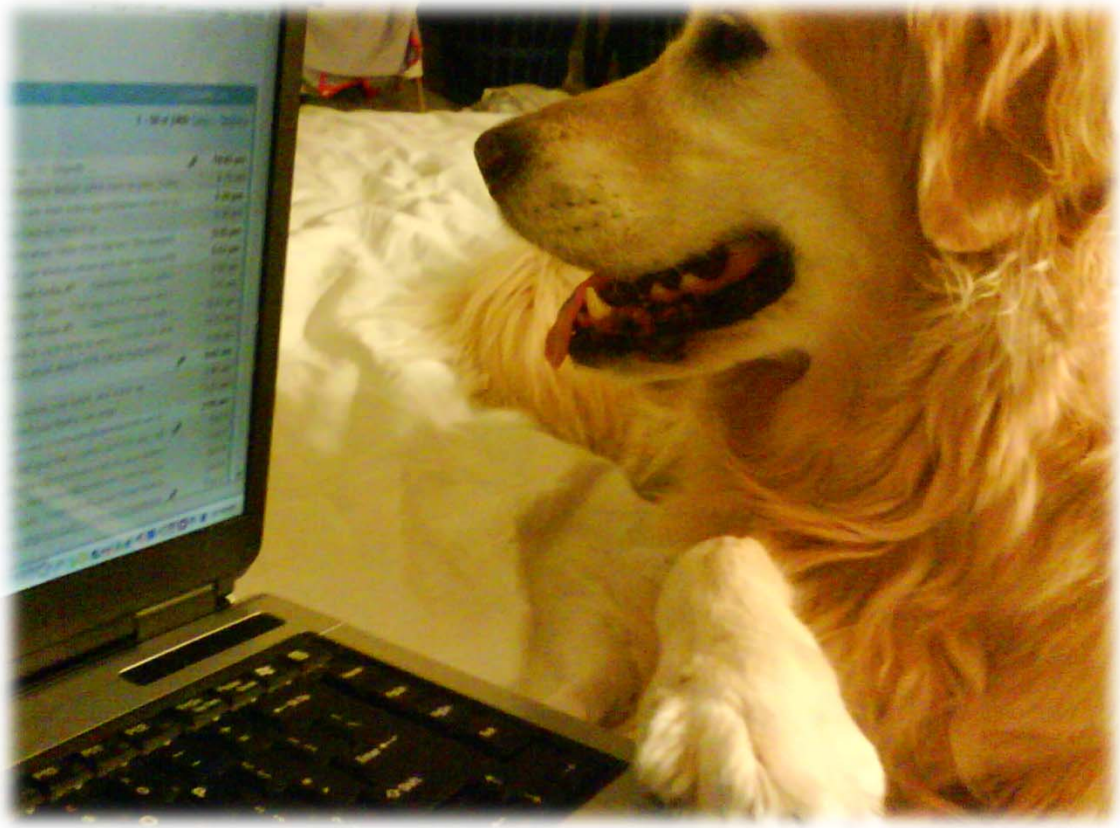
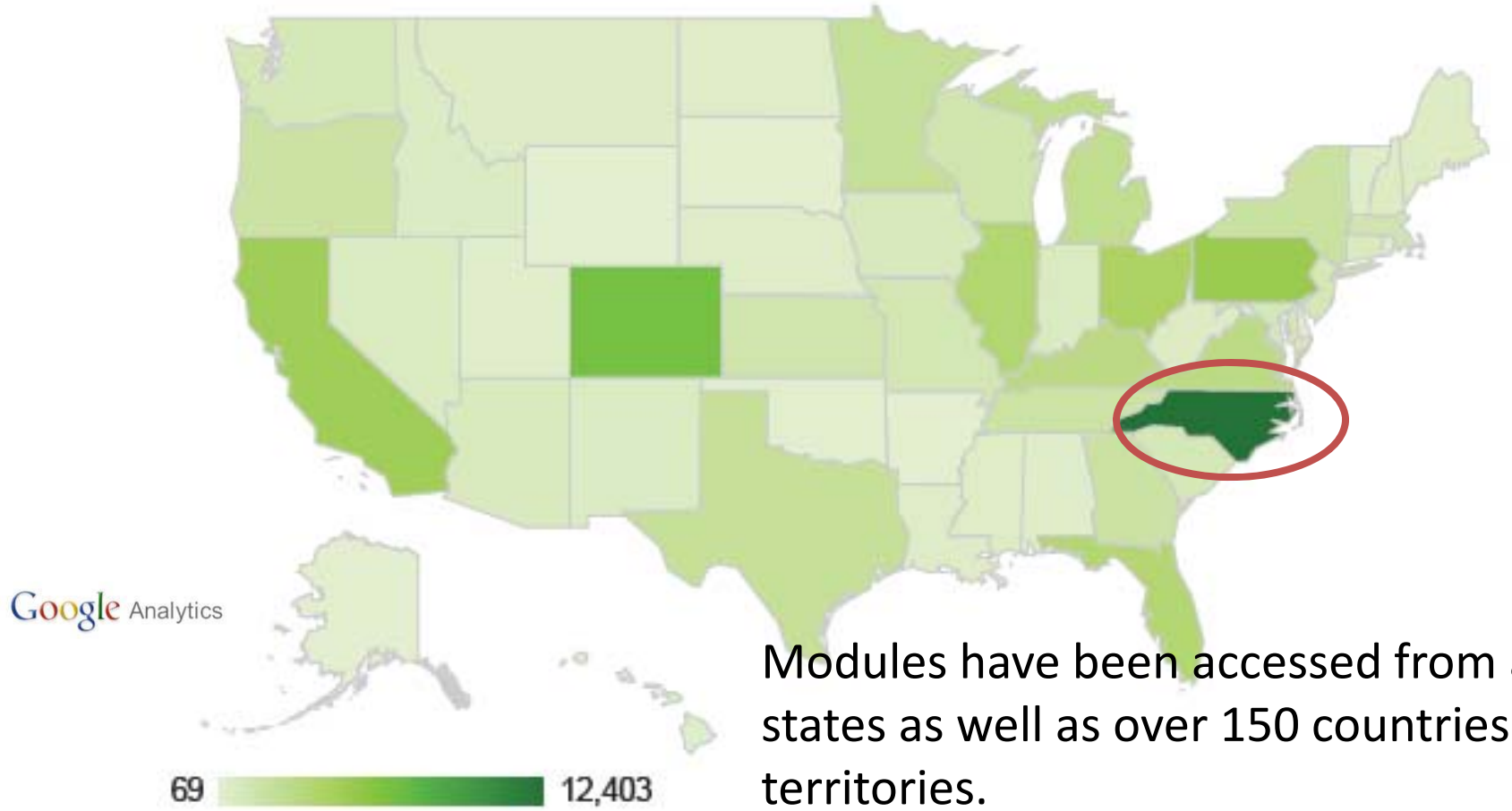


Tech Help

Email: connect@unc.edu

What We Learned: Our Reach



Modules have been accessed from all 50 states as well as over 150 countries and territories.

Our Reach in North Carolina

In Development: 2-hour Training Module on Early Childhood Inclusion

Iredell County Partnership for Young Children

- Developed a Community of Practice (COP) using the CONNECT Modules
- COP includes a diverse group of early childhood stakeholders
- As a COP, the group has reviewed the modules and applied the evidence-based practices to their work
- Next steps include using CONNECT resources as a "tool kit" for providing TA to child care providers; CONNECT templates for situations such as communication between parents, teachers and therapists

CONNECT Module Discussions

Featured Discussions

CONNECT Module 5: Assistive Technology Interventions in an Online Course

By Kathy Allen

How have you engaged students to learn about effective practices in an online environment? Kathy Allen from Blue Ridge Community College shares her experience on using CONNECT Module 5 with her students. Read about what she did and share your examples.

Read More and Comment

NC B-K Consortium CONNECT Workshop Discussion Board

By CONNECT Team

The recent CONNECT workshop at the NC B-K consortium was a terrific way to dive deeper into using the modules. The CONNECT team so much enjoyed meeting everyone and hearing people who have used the modules share their experiences. Let's keep the conversation going!

Read More and Comment

Discussions by CONNECT Module

Module 1 Embedded Interventions	Module 2 Transition	Module 3 Communication for Collaboration	Module 4 Family-Professional Partnership
 Embedding Module 1 into an In-Service Setting by Sandy Ginther and Linda Robinson (10+comments) *Setting*: In-Service *Primary discipline*: Early childhood special education *Format*: Face-to-Fac	 **Transition and Therapy Services** by Christine Myers (10+ comments) *Setting*: 4-year IHE *Primary discipline*: Occupational Therap	 **Communication - it's more than just words** by Hatice Dogan (20+ comments) *Setting*: Graduate *Primary discipline*: Early childhood *Course*: *Families and Teams* (Interdisciplinary) *Format*: Face-to-Face	 **Using Module 4 Family-Professional Partnerships to Enhance Students' Understanding of Families and the NAEYC Professional Preparation Standards** by Nancy Grausam (30+ comments) *Setting*: 2-year IHE *Primary discipline*: Early childhood *Course*: *Young Children with Special Needs* *Format*: Face-to-Face

3-2-1

- 3 things you learned from this session
- 2 people you can share this information with
- 1 next action step

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