





# CONNECT

The Center to Mobilize Early Childhood Knowledge

# WEBINAR









A partnership between:















Pam Winton
PI of CONNECT
FPG Child Development Institute
The University of North Carolina at
Chapel Hill

### Who are we?



### **Goals of Presentation**

EBP approach to professional development

Share information about the CONNECT modules

•Answer questions about the modules

Pilot study & development of resources









## Challenges faced by faculty



### Challenges faced by faculty

Early Childhood
Teacher Preparation
Programs

All other departments within Institutes of Higher Education (IHEs)

61.2 Students / FT Faculty

38.7 students / FT Faculty\*

- Increasing faculty workload
- Shrinking resources



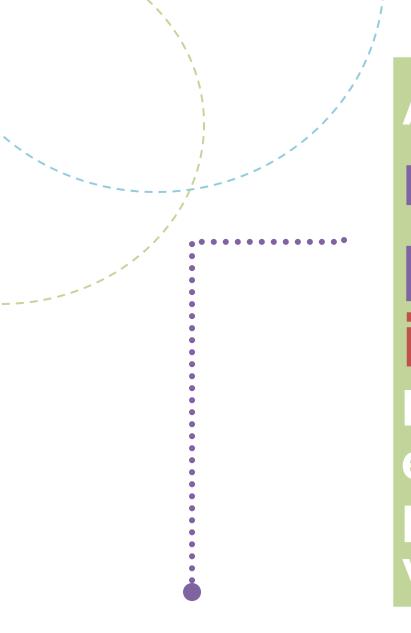
<sup>\*</sup>source: Early and Winton, 2001





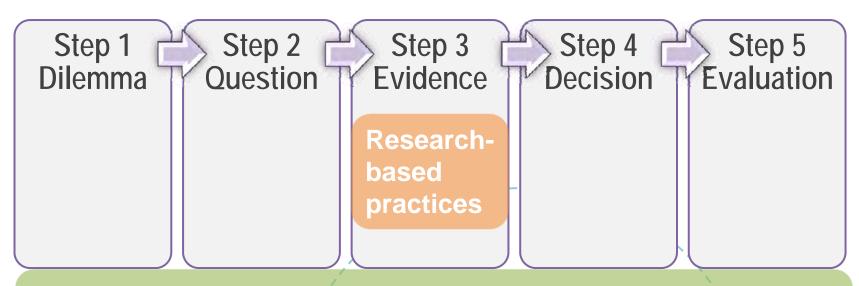


identifying specific researchbased practices that



A decisionmaking process that integrates the best available research evidence with family & professional wisdom & values

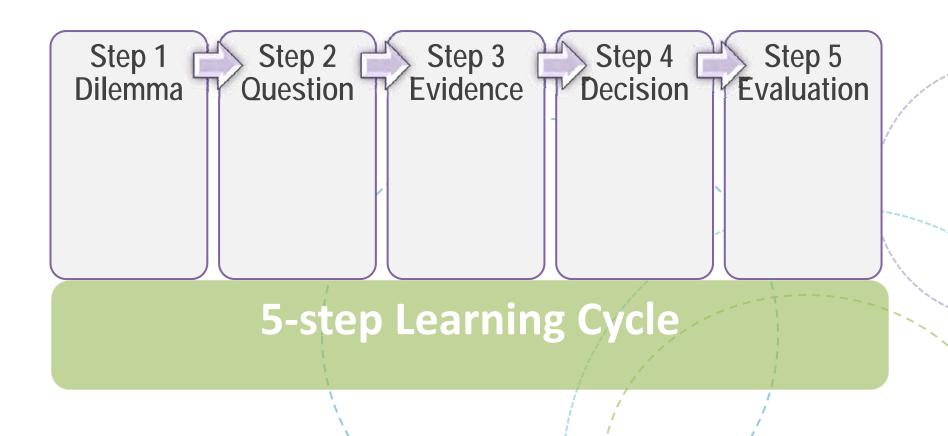
Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006



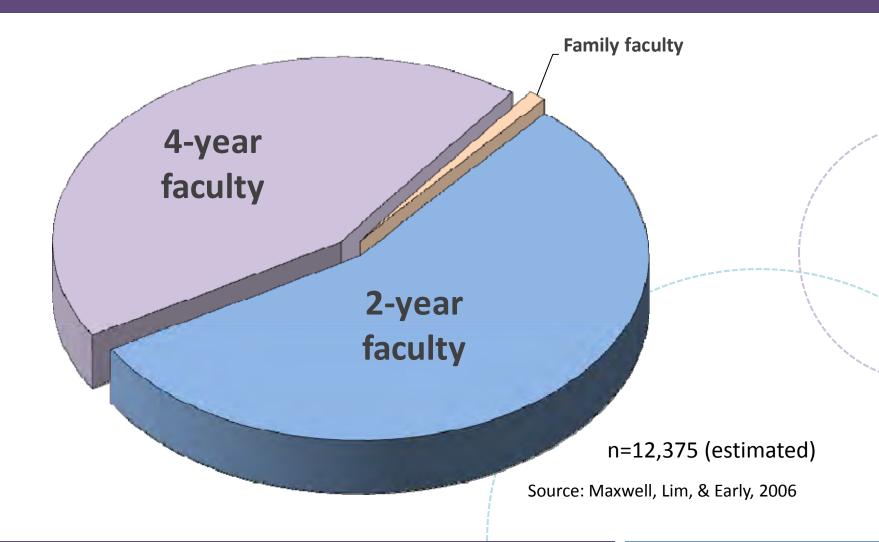
Process for Making Evidence-Based Practice
Decisions



# Evidence-based Approach To Professional Development



# **Our Primary Target Audience**



### **Secondary Audience**

 Other professional development providers who reach a variety of learners (e.g., consultants, supervisors, etc.)





# Overview of CONNECT Modules



### **CONNECT Modules: An EBP Approach to PD**



RESOURCES

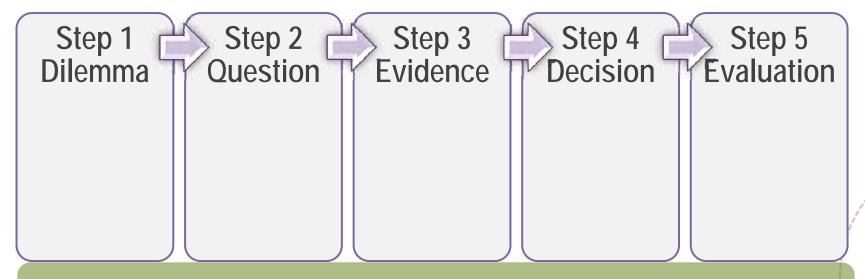
Library of videos, activities, handouts and supplemental materials INSTRUCTORS >

Instructor community
and guides
for module facilitation

**LEARNERS** 

Web-based modules presented in a 5-step learning cycle

### **CONNECT Modules**



### 5-step Learning Cycle

- Adapted from evidence-based medicine

# Step 1: Dilemma Luke's Story





Step 1: > Step 2: > Step 3: > Step 4: > Step 5:

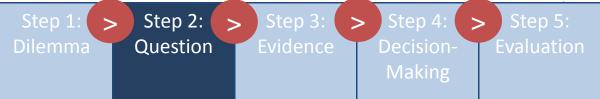
Dilemma Question Evidence Decision- Evaluation Making



# Step 2: Question



What interventions are effective in promoting learning in the area of communication development?





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	Interventions or practice(s) being considered	C Comparison to alternate Interventions	O Outcomes
	Young children (2-3 yrs of age) Developmental delays in language & social skills	Emb. 11	(if applicable)	Luke will communicate his wants and need
				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

### Step 3: Evidence



- Best available research
- Related laws, policies & consensus statements
- Families' experience-based knowledge

Step 1: > Step 2: > Step 3: > Step 4: > Step 5: Evidence Decision- Making

### **Video Example of Practice**



Step 1: Dilemma

Step 2: Question Step 3: Evidence Step 4: Decision-Making Step 5: Evaluation





is the principle that supports the education of children with disabilities along ade their non-disabilities Act (ADA) and Section 504 of the Rehabilitation Ad (Sec. 504) require schools and agencies to provide equal educational opportunities for children with disabilities. Eversing Ergymy, Board of Education held that separate was not equal inclusion has been part of this requirement to provide equal educational apportunities. But the primary source for the inclusion person and requirements to promote equal concernation approximates, our ansignment source for the individuals with Disabilities Education Act or IDEA. IDEA not only supports equal advisational opportunities, it specifically requires schools to support inclusion of children with disabilities through the least restrictive and natural environment mandales. For preschool and school age children (ages 3-21), IDEA requires that children with dissbillities be educated in the fleast restrictive environment (§1412(a)(5) and §1413(a)(1)). For infants and todders (ages 0-3) with disabilities, IDEA promotes the use of "natural environments" for early educational, and social benefits that inclusion intervention services (§1432(4)(G)).

#### Why does federal law support inclusion in schools and services?

While inclusion is justified as part of equal. educational opportunities, in enacting IDEA (and in each subsequent revision of the law) Congress has also reorigrized the benefits of inclusion. Section §1400(5) of IDEA states:

"Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by ... ensuring tive in access to the general education curriculum in the regular classroom, to the maximum extent possible.

in addition to the academic benefits of inclusion, counts have long recognized that there are noneducational benefits to inclusion that are important to the quality of life of children with disabilities—such as the opportunity to make triends and increase acceptance among their peers (Daniel R.R. v. State Bd. of Educ., 1989, Sagramento City Sch. Dist. v. 4004) Federallawinus repodrites and

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 equal opportunity, least restrictive and natural environment mandates. Together these requirements support inclusion in 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 (NA.EYC) 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.tpg.unc.edu

Dilemma Question

Step 3: **Evidence** 

Step 4: Decision

Page 1



RESEARCHERS at the University of Florida analyzed 36 research studies on embedded

- 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 fearning 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 prekindergarten teachers. Others welle assistant teachers and graquate Students. The interventions were implemented in a variety of early chilohood settings including presideoi/ dassilooms, early ohildhood special education classrooms, community-based child care programs,

#### 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 Z-/ 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



# Parents Speak Out Partnering with Families on Embedded Interventions

In a conversation with Christine, a mother of a child with developmental delays, family leaders from across the nation provide their views on embedded interventions and

# building partnerships.

Perceptions of Teachers That Some Parents Are Extremely Demanding "Most of the [community college] students that I work with share the feeling of the teacher [Jackie] in this module. They have limited experience and education with working with children with special needs. They come to (my community college) class with many questions. They describe some of the \_Lisa Stein, parent & community college faculty parents to be extremely demanding with concerns for their children.

Families' Perceptions About How to Get Their Idea Across \*After reading Lisa Stein's comments on her [community college] students talking about the 'extremely demanding parents, it brought back concerns I had initially after my son was enrolled in his program. immediately felt push-back from his teachers when I encouraged certain embedded interventions to be used in the classroom, or trying to explain that my son was ready to be challenged in new ways. didn't want to be perceived as the demanding parent, and I wanted to develop a good relationship

"But it seemed like the expectations that I had for Luke and what the teachers had just didn't line up. They talked about things like what is 'developmentally appropriate,' while talked about what tuke with his teachers.

's accounty coming and anoming an invariant in a normal shadon. If I get push back on ideas "I must confese that I haven't done anything to change the shuation. If I get push back on ideas now, I generally nod my head, and then work on that skill with my son at home. For example, most was actually doing and showing an interest in at home. recently, I shared that my son was expressing interest in the alphabet. I thought that encouraging letter recognition could helpengage my 5on in a variety of activities, like reading, making verbal Sounds, etc. I was told that it was too early to introduce letters, and that they li do that next semester. So I worked on it at home. One month later my son knew all his letters. Daily we engage in verbal play attemption to make letter sounds. I can introduce new books easily (which was always a challenge he National Association for the Education of Young Children (leading professional before) by pointing out the letters and sounding out words. NAEYC is rethinking 'developmentally appropriate.' The - At what is not possible. In just one month,

Question

Step 3: **Evidence**  **Decision-**

Evaluation

\_Cherie Takemoto.

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# Evidence-Based Practice Decision-Making Tool

#### **Evidence**

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

Step 1: > Step 2: > Step 3: > Step 4: > Step 5: Decision-Making



# Evidence-Based Practice Decision-Making Tool

#### **Evidence**

- Research
- Consensus statements & policies
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**Unique Perspectives & Contexts** 

Step 1: > Step 2: > Step 3: > Step 4: > Step 5: Decision-Making



# Evidence-Based Practice Decision-Making Tool

#### **Evidence**

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

**Unique Perspectives & Contexts** 

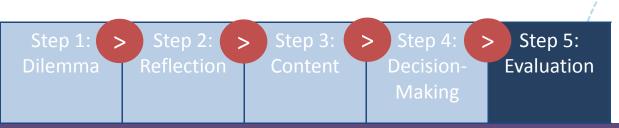
Integrate

**Decision** 

Step 1: > Step 2: > Step 3: > Step 4: > Step 5: Decision- Making

### **Step 5: Evaluation**

- What information would you gather to evaluate whether the practice was implemented as designed?
- What information would you gather to evaluate the results of the intervention?
- How will that information be used to make adjustments and identify next steps?





#### **Module 1: Embedded Interventions**

< Back to Learner Home

#### Learning Objectives

- 1. Explain what is meant by embedded interventions to promote participation in inclusive settings.
- 2. Use a decision-making process to help a child participate more fully in an inclusive setting through embedded interventions.

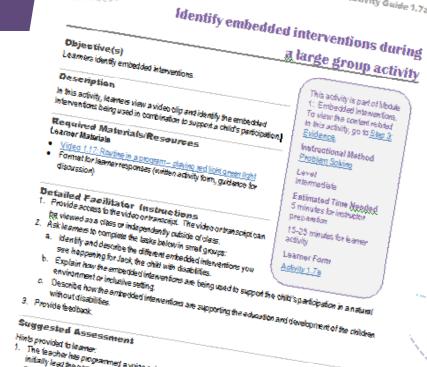




- Glossary
- Activities
- Audio

### Instructors' Guide

- Alignment with national personnel standards (CEC/DEC and NAEYC)
- Alignment with US Dept of **ED OSEP Annual** Performance Report
- Facilitation tips
- Strategies for assessing learners



- Into provided to reamer.

  The feacher has programmed a voice output device to say: "Red light stop," and "Great light got for Jack to The teacher has programmed a vicioe output device to say: "recition stop," and "cream light got for Jack to initially lead the game. She has simplified the game by requiring the children to creatificate that no rules are supplied to the game of t
- can paracpase. In acroun, peers are providing encouragement and support.

  Despite Jack's motor challenges, he is able to fully porticipate in a typical prescribed game, Red Light Green clespine Japks monorchaixenges, he is able to may paracipuse in a opicia presumos parte, neu signi caeen Light with an endie observom ohiloher. This is a fan way for Japk to work on his motor skills hather than in

CONNECT-2009 http://tommunity.fpg.tmc.edu/

## Design Features: "Faculty Lounge"

Comment on additional guideline

Posted by Johnna Darragh at Feb 05, 2009

Thanks for the opportunity to review--I found the guidelines very comprehensive and well-developed. The only add on suggestion that I had pertained to demonstrating diversity in professional roles...there is a broad range of target audiences listed, and an overt inclusion of this as a guideline could ensure that the modules "speak to" the broad array of professionals who could benefit from the materials.



Comment on additional guideline

Posted by Pam Winton at Feb 06, 2009

So true Johnna...we are striving to incorporate ways to engage a variety of learners at different levels (and we hope you all can help with this) and guidelines need to make that explicit. Thanks

Reply Remove

#### Feedback

Posted by Christine Myers at Feb 06, 2009

I think this is very comprehensive, I just had a couple comments. First, under E-learning/Accessibility, you might add "at a vareity of font sizes" to "Materials and module components are readable on the screen". I have had this be an issue when I teach online. Also, I see learner reflection mentioned in Family-Centered practices and collaboration, but not under Instructional Design. Perhaps you could be a little more specific and add something about "Opportunities for learners to relect on application of the practice" instead of just addressing feedback. This may help to close the loop for practitioners. Christine



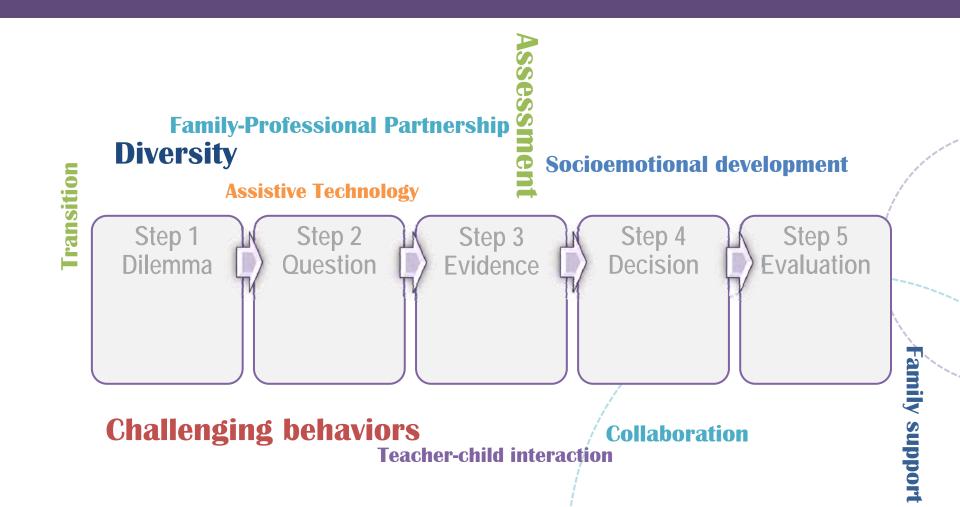


## Ways Faculty, PD Providers and Learners Might Access the Modules

- Online course
- Face to face course
- Hybrid course



## **Evidence-Based Practice Decision-Making**



#### **CONNECT Rubrics**



- **CONNECT Rubrics**
- Panels of key stakeholders



- CONNECT Rubrics
- Panels of key stakeholders
- Usability Studies



- **CONNECT Rubrics**
- Panels of key stakeholders
- Usability Studies
- **-WE NEED YOU:** 
  - Faculty lounge & other activities



## Pilot Study- Spring Semester 2010

- 2-year and 4-year faculty teaching undergraduate course in Spring 2010
- Can embed Module 1 in coursework

Preview module & sign up to receive information about pilot: http://community.fpg.unc.edu/connect-modules/preview





Not eligible to join the pilot study?

## **Module Enhancement Panel**

### **Graduate Faculty:**

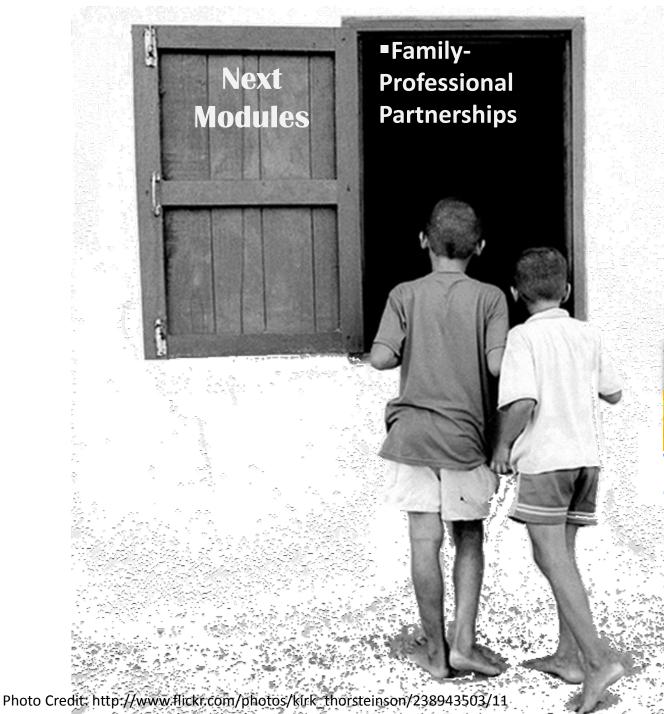
 Faculty teaching a graduate level course in Spring 2010

#### PD Providers:

Non-faculty who provide PD

Preview module & sign up to be part of the Module Enhancement Panel: http://community.fpg.unc.edu/connect-modules/preview



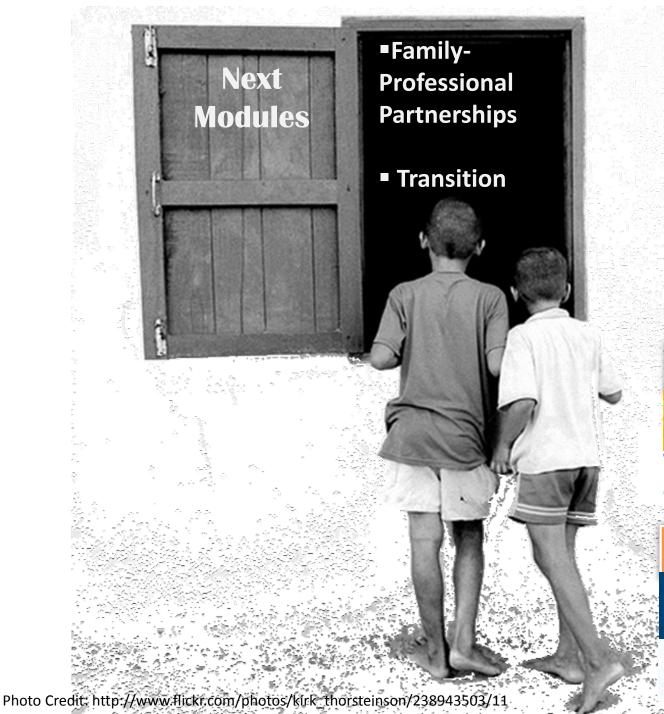


### Ann Turnbull

taking a Significant & Sustainable Difference in Quality of Life

Beach Center on Disability

KUKANSAS



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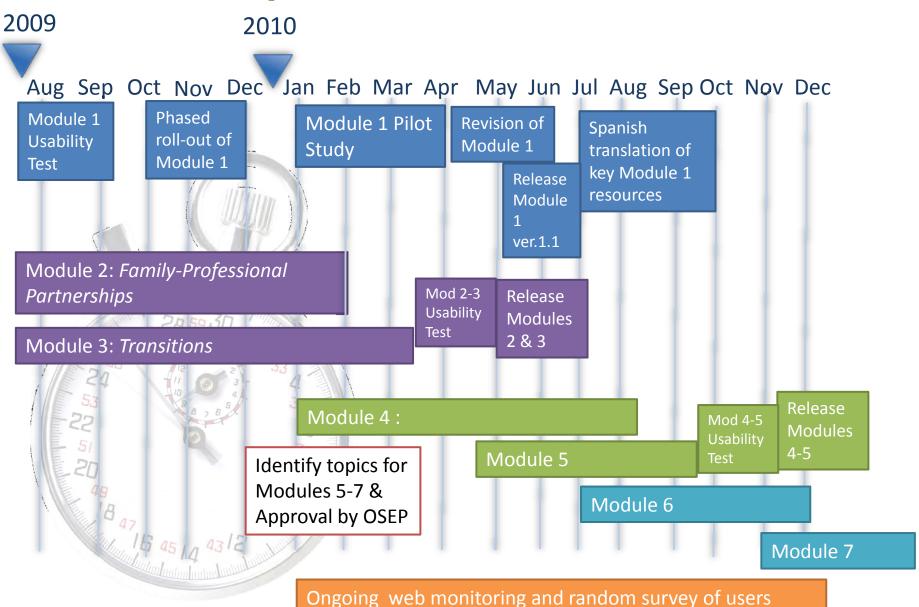
KUKANSAS

#### **Beth Rous**

HumanDevelopment

KENTUCKY

#### **Module Development Timeline 2009-2010**



## Thank You from all of us at CONNECT





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