

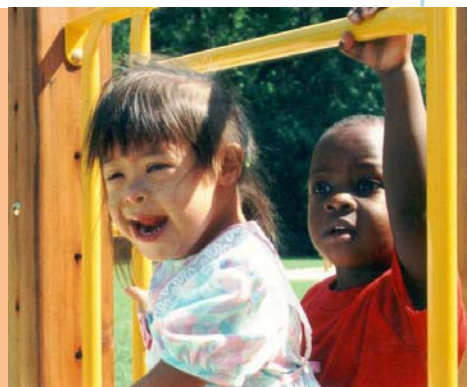


CONNECT Modules

Instructor Webinar Series

Faculty Share Their Tips & Experiences Using CONNECT Modules

Co-Sponsored by

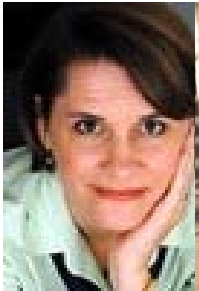


Goals of Our Session

LEARN
how 4 faculty
colleagues are
using the
modules

ASK
QUESTIONS

Meet the CONNECT Team



Virginia Buysse
University of
North Carolina



Dale Epstein
University of
North Carolina



Jonathan Green
University of
North Carolina



Chih-Ing Lim
University of
North Carolina



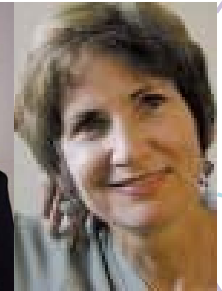
Beth Rous
University of
Kentucky



Cici Sidor
University of
North Carolina



Patti Singleton
University of
Kentucky



Pam Winton
University of
North Carolina

Funded by



CONNECT



UNC

FPG CHILD DEVELOPMENT INSTITUTE

CONNECT Staff in the Room Today



Pam Winton
University of
North Carolina



Virginia Buysse
University of
North Carolina



Dale Epstein
University of
North Carolina



Jonathan Green
University of
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Chih-Ing Lim
University of
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Webinar Co-Sponsor



Alison Lutton
Senior Director
Higher Education Accreditation &
Program Support



Strengthen the learning experiences and assessments in early childhood teacher preparation





NAEYC Professional Preparation Standards

2010 NAEYC Standards
for Initial and Advanced
Early Childhood Professional Preparation Programs

NAEYC / National Association for the Education of Young Children
1313 L St. NW, Suite 500, Washington, D.C. 20005.

January 2010

1

Address
increased emphasis
on diversity and
inclusion in each
standard



Have a clinical practice focus

- NCATE, 2010



Align with NAEYC and DEC Personnel Preparation Standards



Meet the Faculty Presenters



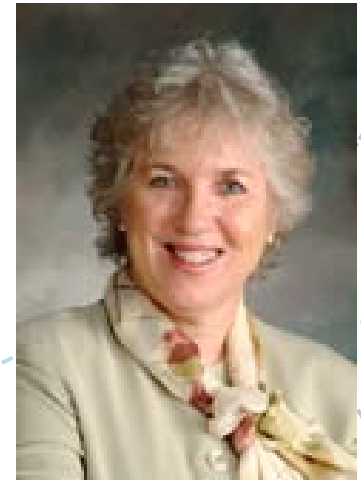
Nancy Grausam
Assistant
Professor
Pennsylvania
College of
Technology



Nadya Pancsofar
Assistant Professor
The College of New
Jersey



Johnna Darragh
Professor
Heartland
Community
College



Susan Fowler
Professor
University of
Illinois at
Champaign-
Urbana



CONNECT Modules are:

- For faculty and other PD providers
- Course enhancements (not an entire course)
- Focused on specific sets of practices

4 modules are available:

- **Module 1: Embedded Interventions**
- **Module 2: Transitions**
- **Module 3: Communication for Collaboration**
- **Module 4: Family-Professional Partnerships**



Module 1: Embedded Interventions

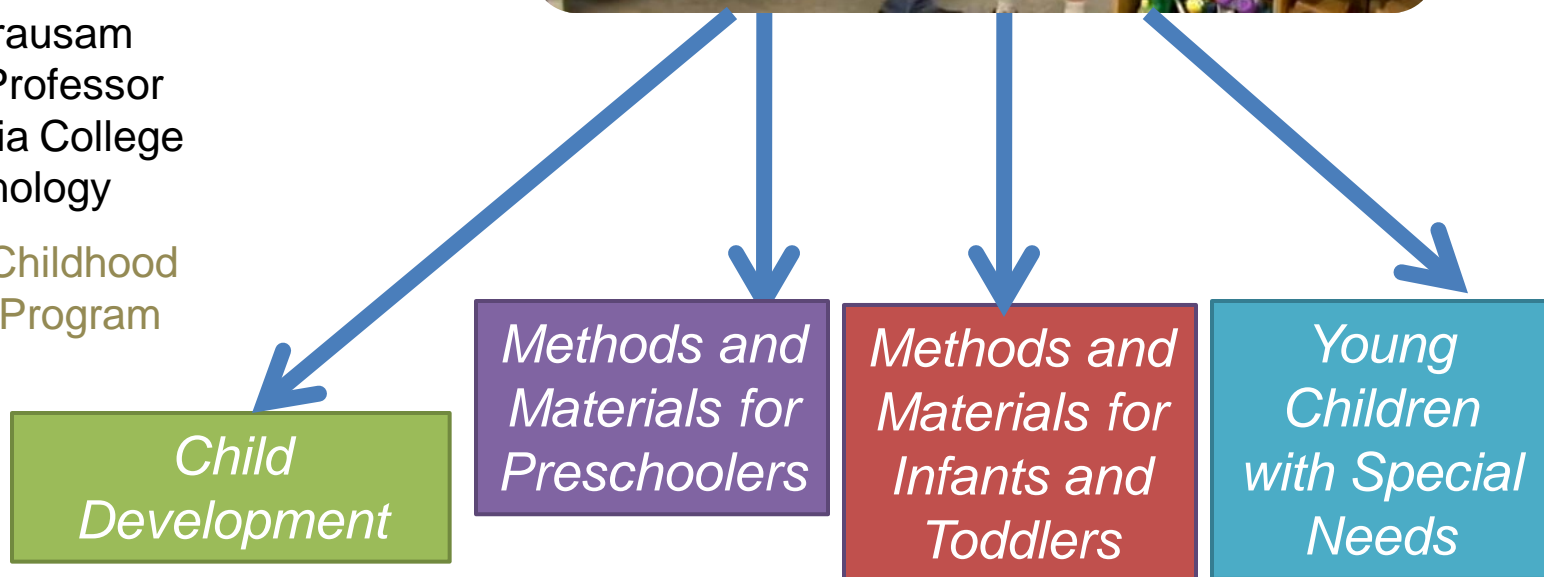


Nancy Grausam
Assistant Professor
Pennsylvania College
of Technology

AAS Early Childhood
Education Program



Module 1: Embedded Interventions



Benefits of Using the Module

- Demonstrate best practices in inclusion
- Enhance learning opportunities for the NAEYC accreditation process

Child Development

Used activities and videos to demonstrate social development

Activity 1.4a

Describe peer support

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

Watch the four video clips, [Routine in a program - water play](#), [Routine in a program - singing a song](#), [Routine in a program - rolling with friends](#), and [Routine in the community - playing at a park](#), and view a handout, [Examples of Peer Support](#). Then complete the tasks below.

1. Describe peer support in your own words.

2. In addition to the examples you support.

Hints

[Back to Module](#)

Page 1



Methods and Materials for Preschoolers



Used videos and handouts to help students design learning environments



Methods and Materials for Infants and Toddlers



Used videos to demonstrate embedding skill development into daily routines

Young Children with Special Needs



Module 1: Embedded Interventions

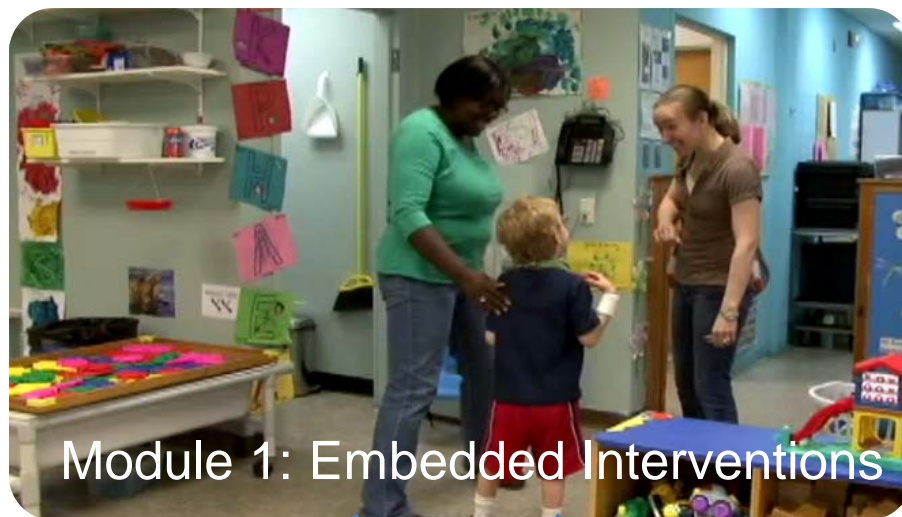
Step 1: Dilemma	>	Step 2: Question	>	Step 3: Evidence	>	Step 4: Decision	>	Step 5: Evaluation
--------------------	---	---------------------	---	---------------------	---	---------------------	---	-----------------------

Used the 5-
step process
to organize
the module



Nadya Pancsofar
Assistant Professor
The College of New
Jersey

BA & MA



Module 1: Embedded Interventions

*Speech,
Language and
Communication
(Undergraduate)*

*Child
Development
(Undergraduate)*

*Educational
Research
(Graduate)*

Child Development

Handout 1.7

Luke's Individualized Education Program (IEP)

Note: This is only a sample section of Luke's IEP. His actual IEP contains more goals, and other forms such as Anticipated Frequency and Location of Related Services, Nonacademic Services & Activities, as well as other consent and signature forms.

Check Purpose:

- ☐ Initial
- ☐ Annual Review
- ☐ Reevaluation
- ☐ Addendum
- ☐ Transition Part C to B

Duration of Special Education and Related Services: From 1/4/2009 To 1/3/2010
Student: Luke DOB: 1/4/2006 School: _____ Grade: PreK

Primary Area of Eligibility – **Developmental Delay**

Student Profile

Student's overall strengths: Luke is very personable. He enjoys being around others and has a good temperament.

Parents' concerns, if any, for enhancing the student's education: Lack of verbal communication, level of assistance needed to participate in play and daily

Parents'/Student's vision for student's future: They v continue to expand communication to a more natural lev to see him initiating a variety of play.

1. Does the student have behavior(s) that impeded
2. Does the student have limited English profici
3. If the student is blind or partially sighted, will
4. Does the student have any special commun
5. Is the student deaf or hard of hearing? No
 - ☐ The child's language and communication needs;
 - ☐ Opportunities for direct communication with peers and profi
 - ☐ Academic level;
 - ☐ Full range of needs, including opportunities for direct inst
 - ☐ Communication mode.
6. Does the student require specially desig

Christine's Chronicles: The R-Word

Posted by [Christine Lindauer](#) at Feb 23, 2010 | [Permalink](#)
Filed under: [blog](#) - [christines chronicles](#), [NPDCI](#), [family](#), [inclusion](#)

The use of the word "retarded" has again come into the spotlight. Emotions and opinions in the media are mixed. Christine, the mother of a child with a disability shares a story for us all to ponder and react to.

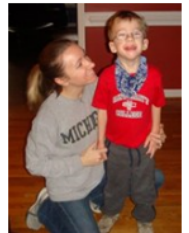
So I'm sure most of you have seen the recent flurry of news around Rahm Emanuel's use of the R-word. Rush Limbaugh had an R-word filled response to it. Then what saddened me the most was Sarah Palin, the mother of a child with Down syndrome, excusing Limbaugh's use of the word because it was satire while calling for Emanuel to be fired. But so goes the world of politics.

So I thought I'd take this opportunity to diverge from my usual postings and share a story from my childhood. It's strange what you remember, how a moment can touch you in such way, that you never forget it. I didn't realize it at the time, but this was one of those moments.

I had just started first grade and I had made a new friend. Her name was Joyce. We exchanged phone numbers at school and she told me that she would call me that evening. This was a first for me. I had never talked on the phone before with a girlfriend. So she called and we chatted for a bit about silly girl things as my sister Stacy was standing nearby. Joyce then asked to speak to my sister. So I let my sister have the phone and she talked to Joyce for a little while, and then gave the phone back to me. The next words were the ones that still haunt me.

"Is your sister retarded?"

I shouted back into the phone "No, she's not retarded!" I didn't know what it meant, but I could tell from the tone in her voice that it wasn't nice. I got off the phone and immediately went over to my mother and asked "Mommy, what does retarded mean?"



by Christine Lindauer

Educational Research

Handout 1.3



Research Summary on Embedded Interventions

RESEARCHERS associated with an Institute of Education Sciences funded project¹ analyzed 38 research studies on embedded intervention. 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 intervention defined?

Embedded intervention includes the use of intentional teaching strategies to address a specific learning goal within the context of everyday activities, routines, and transitions at home, at school, or in the community.

Who implemented embedded intervention and in what type of settings?

Almost half of the people implementing embedded intervention were pre-school teachers. Others were assistant teachers and graduate students. 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 from 2-7 years. About one-half had developmental delay. The delays included speech delays, autism, or Down syndrome.

Was the practice of embedding intervention beneficial for children?

Almost every study showed that children acquired targeted skills or made progress across a number of areas including language and pre-communication, motor and adaptive skills, cognitive development, academic skills, and social-emotional development. Slightly less than half

Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence



Step 4:
Decision



Step 5:
Evaluation

5-step learning cycle



Module 2: Transition



Johnna Darragh
Professor
Heartland
Community
College



*Child Growth &
Development*

Benefits of Using the Module

Handout 2.4

Home Visit Planning Form

Sample

Child's Name: NOBLE Phone: XXX-XXX-XXXX

Parent or Guardian: LEONARD

Address: 4125 NW

Date of visit: DIANA AND MELISSA

Teacher/Provider:

Materials for Home Visit

1. Transition Profile
2. Transition Plan from the Early Intervention program
3. Snapshots and/or video of classroom
4. Followup Home Visit Sheet (Classroom schedule, calendar, menu, pictures of other staff members)
5. Camera

Conversation Guide	Planning Notes	Meeting Notes
Area	Teacher/Parent/Provider for and	
Describe program	Include lessons and more in-depth	
Plan for next steps	When can't pass program	

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<http://community.dpg.wisc.edu/econnect/index.htm>

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Home visits

Synthesized key
topics on
transition



Creating respectful
environments

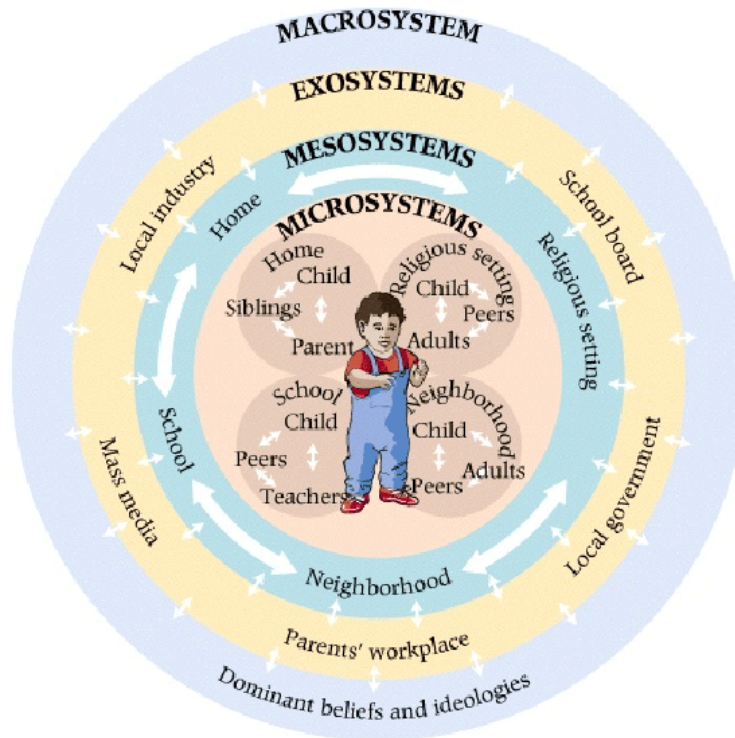


Partnering with
families



Adaptations &
supports

Benefits of Using the Module



Bridges
Theory to
Practice



Bronfenbrenner's
Ecological Systems
Theory

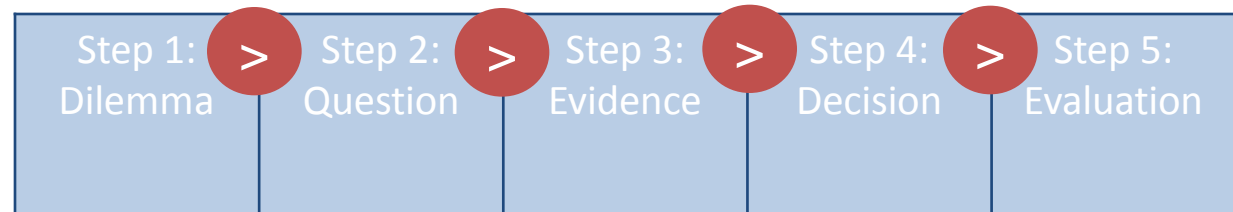
Benefits of Using the Module



Realistic dilemmas and demonstrations of practice



Help transform my teaching





Module 3: Communication for Collaboration



Susan Fowler
Professor
University of Illinois
at Champaign-
Urbana

Graduate (Special Ed)



Module 3: Communication
for Collaboration



Capstone Course
(MA)

Benefits of Using the Module



Research to Practice



Students
implement EBP
in practica
setting or
classroom



Evaluate ease
of
implementation




Evaluate
outcome of
practice



Handout 3.4

Research Summary on Communication Practices for Collaboration



Research on Communication Practices

RESEARCHERS at Case Western Reserve University conducted a review of the literature on communication practices between health care providers and parents.¹ A total of 15 studies examined the relationship between parent-provider communication and health care outcomes; eight studies examined the effects of strategies designed to improve communication between parents and providers.² Here is what the researchers learned from their review of these studies.

Communication Practices

The communication practices that were defined and implemented differently across the studies were defined using a broad, agreed-upon definition or list of communication practices. However, some studies used more specific definitions.

How were the communication practices defined and implemented?

Communication practices were defined and implemented differently across all of the studies in this review. A single, agreed-upon definition or list of effective communication practices did not exist in this literature. However, some of the most widely mentioned communication practices across studies involved active listening, empathy, and support, reflecting others' feelings or concerns, and parents perceived as relevant and useful.

What were the characteristics of the participants and settings in the research on communication practices?

The communications between health care in health care clinics or hospitals that span from infancy to 14 years of age. The pediatrician or health care provider for the visits and sick-child examinations and diagnosed developmental delays or

What factors were associated with improved communication practices and positive outcomes related to these practices?

The review found that the following were associated with improved communication: sharing information with providers; asking parents to repeat information; requesting that parents provide information (e.g., completing a checklist); and problem-solving. The review also found that the following positive outcomes: increased patient satisfaction with health care services (in the majority of studies) and improved communication led to the following positive outcomes: increased patient satisfaction with health care services (in the majority of studies) and improved communication.

Clear Definition of Practice

A. Definition

Effective communication with professionals and families consists of specific communication strategies that can be organized into the following three categories: (1) attending and active listening, (2) seeking and verifying, (3) and joining and supporting. These communication strategies are used throughout the process of building trusting partnerships. Creating a partnership generally involves getting to know the other person and establishing trust, gaining an understanding of another's priorities and needs, and reaching consensus on how best to work together.

Benefits of Using the Module

Handout 3.1

Communication Strategies to Build Collaboration

Attending and Active Listening		Some Examples
Communication Practice	Function	
Body language	Physical posture is relaxed to show openness, interest, and empathy.	Leaning slightly toward the speaker while sitting, hands relaxed in lap. Respecting preferences for personal space and eye contact. Nodding your head in agreement.
Reflecting content and feelings	Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.	"I understand that you've been talking to Kathy about some ideas you have for what might work better at lunch time, but she hasn't tried them yet." (reflecting content) "Jose's mother told you that they are trying some new medicine with Jose that could have some side effects." (reflecting content) "Now that we've had a chance to talk, I understand that trying some of the new ideas we talked about has been both stressful and frustrating." (reflecting content)

Delineation of practices into strategies

Handout 3.2

Communication Strategies Observation Checklist

This checklist is designed to be used to observe and identify basic communication practices. For each item, check each time you observe a practice in the box provided. Make notes in the space provided about examples you observed within each of the 3 broad categories.

Attending and Active Listening	
Body language	Circle Yes or No to indicate whether this occurs.
Using posture, eye contact, gestures and other non-verbal movements to show openness, interest and concern.	YES NO
Reflecting content and feelings	Make a check in the box each time you observe an
Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.	
Encouraging and affirming	

Checklist for monitoring use of practice

Encouraging and affirming	Through simple verbal encouragement, the speaker is encouraged to continue. Commenting about the strengths and accomplishments shows support.	"You have an... incorporating tube feeding into... making sure that Amand feels like a part of the group." "Luke is doing so well using his communication device at mealtime. We all had a good laugh today when he pushed the 'yucky' button after trying the beans at lunch."
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<http://community.fpg.unc.edu/>



Module 4: Family-Professional Partnerships

Young Children with Special Needs



Module 4: Family-
Professional Partnerships

Teach about partnership-oriented practices





NAEYC A.A.S. Accreditation Standards	CONNECT Activities Learning Opportunities	EDUC 230: Young Children with Special Needs Course Assessments
Standard 1: Promoting Child Development and Learning Module 1: Embedded Interventions		
1a: Knowing and understanding young children's characteristics and needs	Activity 1.3- environmental modifications Activity 1.4a- peer supports	Exams, Quizzes Disability Reports Final Exam: Case Study- Group
1b: Knowing and understanding the multiple influences on development and learning		Adaptation Exam Quizzes Disability Reports Final Exam: Case Study- Group
1c: Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments	Activities 1.5a-1.8a- embedded interventions in a variety of settings to support a child's participation	Field Experience Exams, Quizzes Final Exam: Case Study- Group
Standard 2: Building Family and Community Relationships Module 4: Family-Professional Partnerships		
2a: Knowing about and understanding family and community characteristics	Video 4.2- Family Viewpoint (Single father describing his challenges and the community in which he is raising his children) Video 4.4- Home Visits	Parent Interview Agency Resource Guide Final Exam: Case Study-Group
2b: Supporting and empowering families and communities through respectful, reciprocal relationships	Video 4.2- Starting a Relationship Handout 4.2	Parent Interview Agency Resource Guide Final Exam: Case Study-Group
2c: Involving families and communities in their children's development and learning	Activities 4a through 4.7: and Handout 4.3	Parent Interview Exams, Quizzes Disability Report Agency Resource Guide Final Exam: Case Study-Group

Join Our Discussions

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

CONNECT Modules: Using CONNECT Modules to teach graduate students how they can use evidence based practices

Posted by Susan Fowler at Nov 18, 2010 | [Permalink](#)
Filed under: [CONNECT Modules](#), [evidence-based practice](#)

Susan Fowler, Professor in Special Education at the University of Illinois at Urbana-Champaign, shares some of her insights on using Module 3: Communication for Collaboration to teach about evidence-based practice.

Community Questions

How do you teach students about using evidence-based practices?
How have you used Module 3: Communication for Collaboration?
How do you envision using the module?

[Add Comment](#)

I am teaching a graduate class in special education for teachers (early intervention through post secondary education) and they are reading about what constitutes evidence based practice and how to translate research articles into practice or implications for practice. This past week I demonstrated an evidence based practice (EBP) using the Communication module as my example. I really like it for a number of reasons and so did my students!



Susan Fowler, Professor in Special Education at the University of Illinois at Urbana-Champaign

Embedding Module 1 into a College Course

Posted by Johnna Darragh at Jun 21, 2010 | [Permalink](#)
Filed under: [CONNECT Modules](#)

Learn how one faculty embedded Module 1 into both online and face-to-face classes as well as both early childhood and early childhood special education classes.

CONNECT Modules are designed using an evidence-based practice approach to professional development. Module 1: Embedded Interventions includes over 20 videos activities, and handouts. This month, instructors from both college and in-service training settings share how they incorporated Module 1 into their professional development activities. Your questions and comments are invited.

[Add Comment](#)

Background

I had the great pleasure of being a participant in CONNECT Module 1 pilot study during the Spring of 2010. This wonderful opportunity presented a challenge: How do I integrate the wonderful, rich resources that were timely, relevant, and greatly needed into both online and ground (i.e., face-to-face) courses within a short timeline in terms of syllabi development and a myriad of existing standards, objectives, and required assignments? I was presented with a puzzle of sorts, but hoped that putting the pieces together would result in an effort that more effectively prepared my students to support the development and learning of each and every child and their family whom they will work with.

Prior to the start of the semester, my first step in tackling this challenge was to carefully review the CONNECT materials, spending a good deal of time within the Instructor Dashboard to determine (1) how the module complemented existing course objectives and (2) which course assignments could be adapted. As I was including the module in an Introduction to ECE course (ground delivery) and an Introduction to Special Education course (online delivery), there was a great deal of variance in the decisions I made between courses and delivery.



Johnna Darragh is a Professor of Early Childhood Education at Heartland Community College



Nancy Grausam's upcoming blog on using Module 4: Family-Professional Partnerships



More Ways to **CONNECT**



<http://www.facebook.com/connect.modules#!/pages/CONNECT-Modules/465314135485>

Post-Webinar Follow-up Email:

- Webinar evaluation
- Webinar materials