



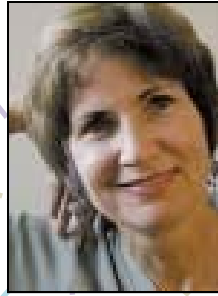
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The Center to Mobilize Early Childhood Knowledge

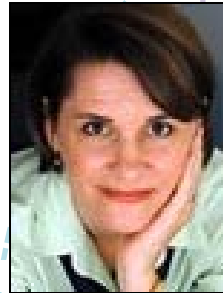
CONNECT Modules: An Evidence-Based Practice Approach to Professional Development

Pam Winton & Chih-Ing Lim (CONNECT)
September 26 2012
NC DCDEE Full Staff Meeting

The CONNECT Team



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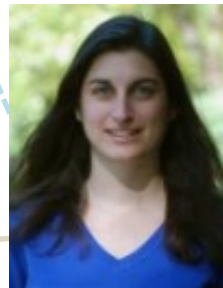


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Patti Singleton
University of
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Context: The Great American Workforce



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

Context: Increased Focus on High Needs Children



Context: Focus on High Quality, Standards-Based PD



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Link between college degrees and high
quality is not a given



Teacher educators are not well-prepared in....



- **Disabilities and challenging behavior** (Chang et al., 2005; Early & Winton, 2001; Maxwell et al, 2006; Ray et al, 2006)
- **Cultural & linguistic diversity** (Maxwell et al, 2006; Ray et al, 2006)

Context: Practitioners are Expected to Use Evidence-Based Practice



Context: PD Providers are Expected to Incorporate EBP on Inclusion into PD



But what does that mean?

Evidence-Based Practice is.....

identifying **A decision-**
specific **making process**
research-based **that integrates** **the**
practices **the best available research**
that have **evidence with family &**
been validated through **professional wisdom &**
rigorous review processes **values**

Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006; Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

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Two Components of Evidence-Based Professional Development on Inclusion

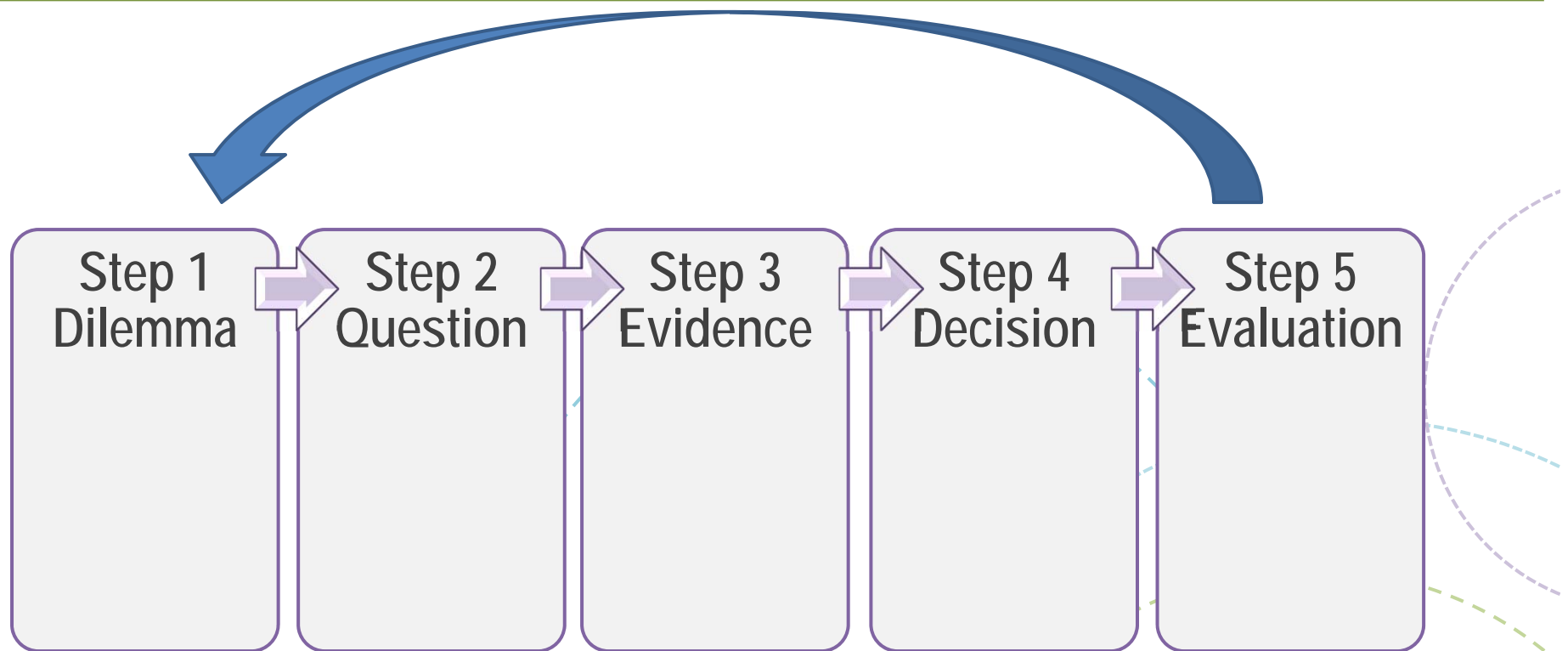
The PD **content** focuses on specific research-based teaching and intervening practices

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

CONNECT Modules: Practice-focused/ Technology-based



Innovation: An Approach for Incorporating EBP into PD



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

Our Target Audience

- 2-year and 4-year early childhood college faculty
- Other professional development providers (e.g., trainers, TA specialists, coaches)



What Faculty and PD Providers Want



- Short video clips that illustrate practice
- Activities
- 24/7 availability
- Flexibility & ease of use
- Free

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)

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CONNECT Modules Aligned to Personnel Preparation Standards

Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards	
Module 1: Embedded Interventions	
NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs	CEC/DEC Initial Standards 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.	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.
NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 4b: Knowing and understanding effective strategies and tools for early education.	CEC/DEC Standard 3: Individual Learning Differences—Know evidence-based practices validated for certain characteristics of learners, and their families. EC3 S1 – Develop, implement, and evaluate learning experiences and strategies to characteristics of infants and young children. EC3 S2 – Develop and match learning experiences and strategies to characteristics of learners and settings.
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 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 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



Module 4: Family-Professional Partnerships

Step 1: Dilemma



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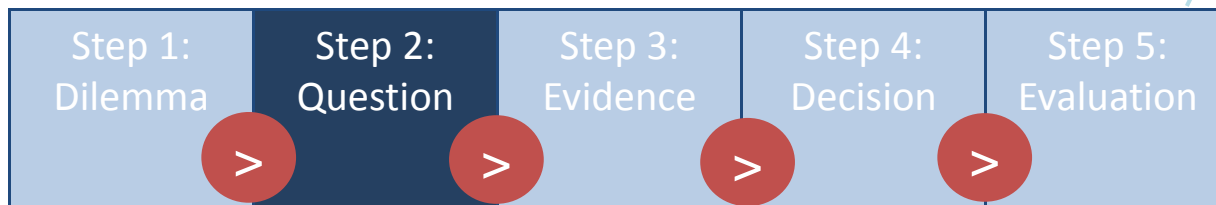
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Step 2: Question



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



Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

Evidence

Definition/
Demonstration of
Practice

Teaching
Component

Step 1:
Dilemma

Step 2:
Question

Step 3:
Evidence

Step 4:
Decision

Step 5:
Evaluation

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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, and child outcomes. These outcomes included effective parent involvement, adequate social support, competence, and positive

Step 1:
Dilemma

Step 2:
Question

Step 3:
Evidence

Step 4:
Decision

Step 5:
Evaluation



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Policies

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 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 partnerships when addressing goals, services, health and developmental concerns, and children's educational experiences.

Head Start program procedure requirements

Family Partnerships

Section 1304.40 of the Head Start Program Performance Standards is most explicit in outlining the importance of family-professional collaboration.

Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence



Step 4:
Decision



Step 5:
Evaluation

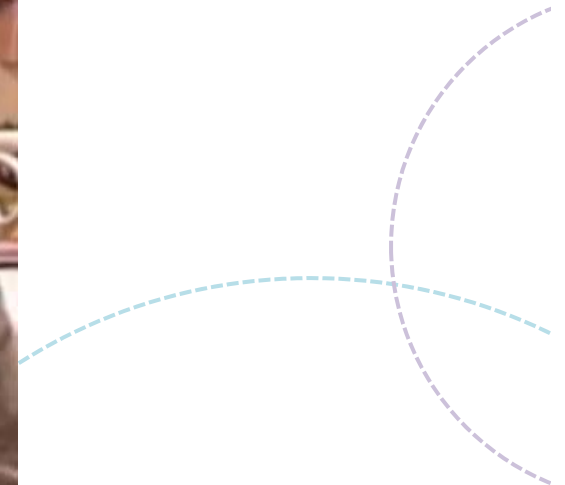
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Demonstrations of the Practice



Step 1:
Dilemma

Step 2:
Question

Step 3:
Evidence

Step 4:
Decision

Step 5:
Evaluation

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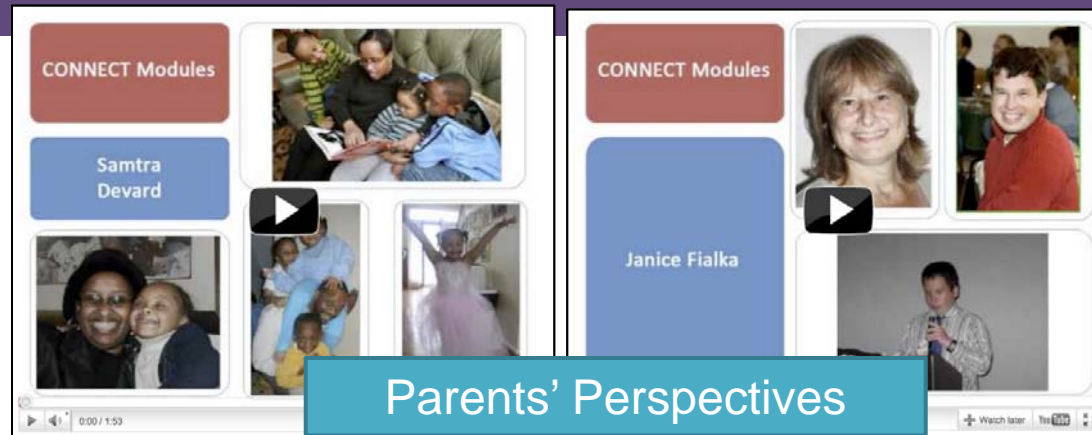
Experience-based knowledge

CONNECT Modules

Samtra Devard

Janice Fialka

Parents' Perspectives

A video player interface for the 'Parents' Perspectives' module. It features a red 'CONNECT Modules' header, a blue box with the name 'Samtra Devard', and a blue box with the name 'Janice Fialka'. The main area shows a collage of photos: a family reading, a child in a tutu, and a woman holding a child. A play button icon is visible. At the bottom, there is a progress bar showing 0:00 / 1:53 and a 'Watch later' button.

CONNECT Modules

Salvadore Moran

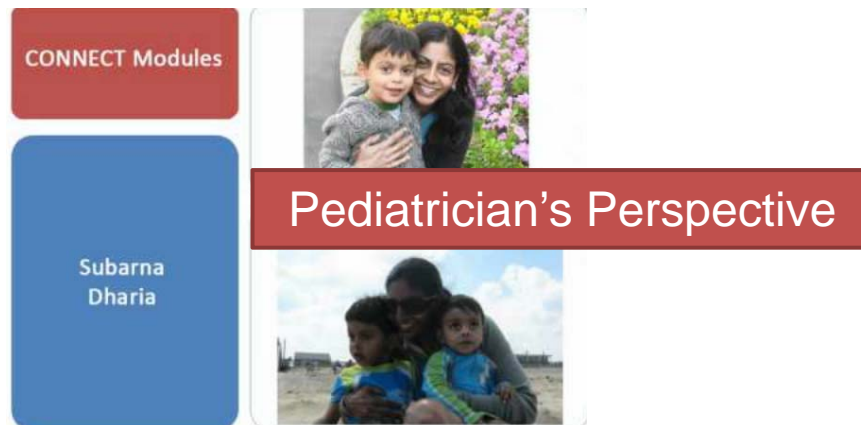
Teacher's Perspective

A video player interface for the 'Teacher's Perspective' module. It features a red 'CONNECT Modules' header, a blue box with the name 'Salvadore Moran', and a collage of photos showing a man in a classroom setting. A play button icon is visible. A dashed line connects this module to the 'Immigrant Family Advocate's Perspective' module below.

CONNECT Modules

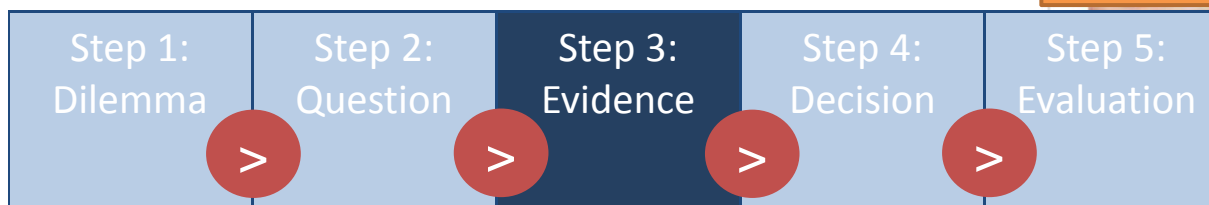
Subarna Dharia

Pediatrician's Perspective

A video player interface for the 'Pediatrician's Perspective' module. It features a red 'CONNECT Modules' header, a blue box with the name 'Subarna Dharia', and a collage of photos showing a woman with children. A play button icon is visible.

CONNECT Modules

Immigrant Family Advocate's Perspective

A video player interface for the 'Immigrant Family Advocate's Perspective' module. It features a red 'CONNECT Modules' header, a blue box with a photo of a woman, and a collage of photos showing two young girls. A play button icon is visible. A dashed line connects this module to the 'Teacher's Perspective' module above.

Step 4: Appraisal, Reflection & 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

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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 edfs](#).

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



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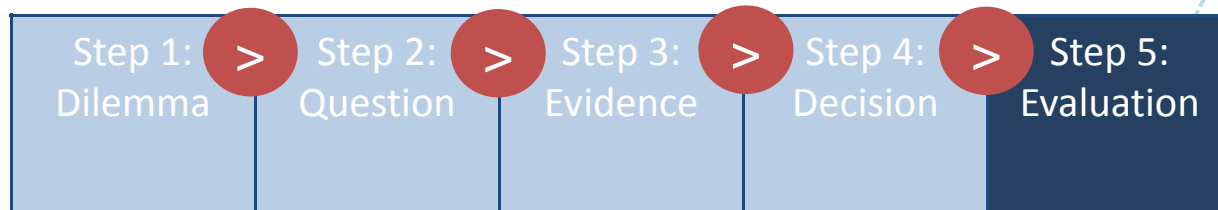
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Step 5: Evaluation

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.



Step 5: Evaluation

Handout 4.8

BEACH CENTER FAMILY-PROFESSIONAL PARTNERSHIP SCALE (PROFESSIONAL VERSION)

This survey is about the extent of your satisfaction with your partnership-oriented practices with the families with whom you work. The purpose is to guide you in reflecting on your partnership-oriented practices as the basis for self-improvement. Please read each item by filling in the blank with a name of the parent on whom you will focus in the completion of this survey.

How satisfied are you with the way that you...	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
1. Help _____ gain skills or information to get what his/her child needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have the skills to help _____'s child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide services that meet the individual needs of _____'s child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speak up for _____'s child's best interests when working with other service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Let _____ know about the good things your child does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Handout 4.7

FAMILY-PROFESSIONAL PARTNERSHIP

check mark ☒ to indicate your level of satisfaction with each of the items below. We want your information to improve our practices in developing a trusting partnership with you.

are you that your child's teacher....	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
in skills or information to get what your	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help your child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
that meet the individual needs of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
child's best interests when working with service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the good things your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to give.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 1:
Dilemma

Step 2:
Question

Step 3:
Evidence

Step 4:
Decision

Step 5:
Evaluation



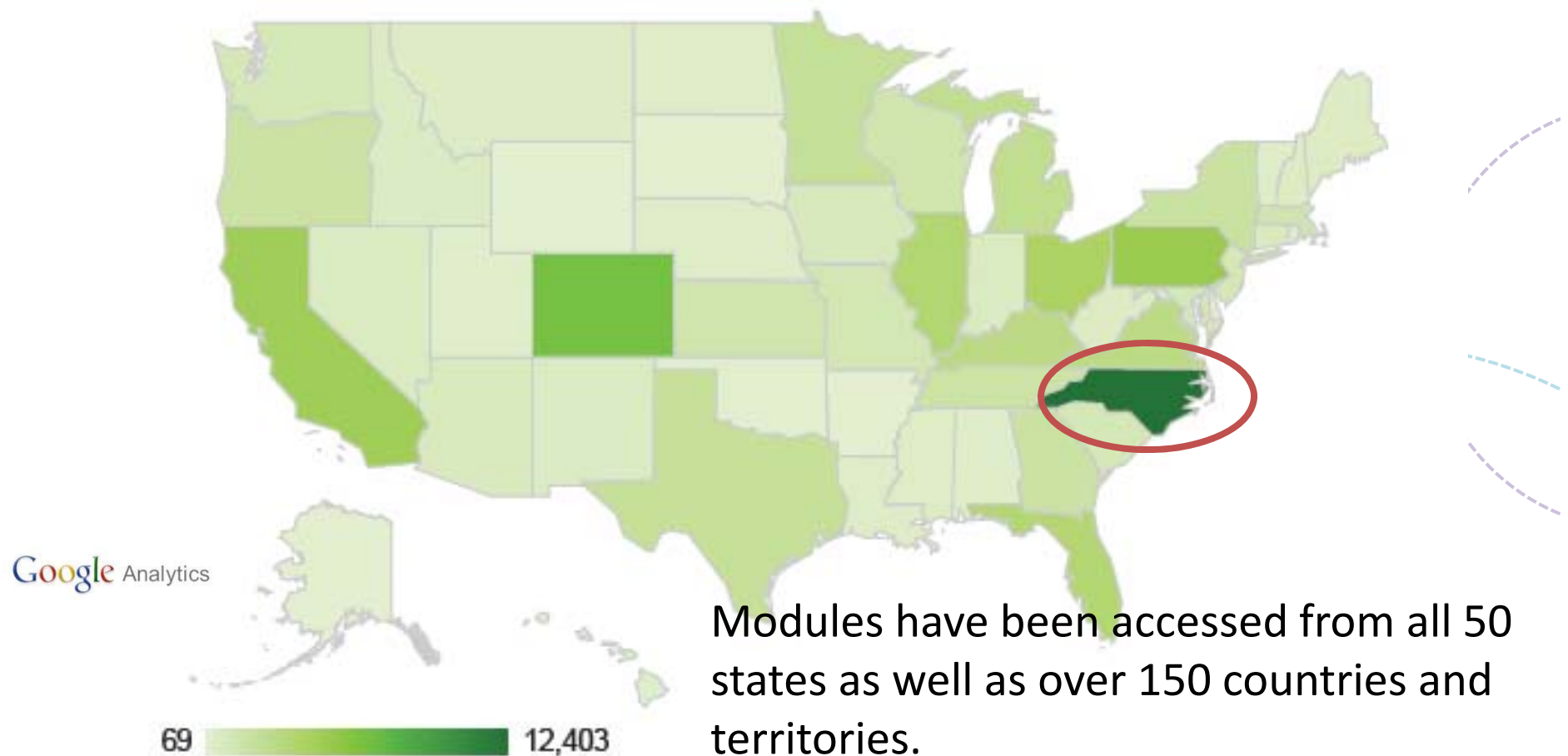
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What We Learned: Our Reach





B-K Consortium

OSEP-Funded Paraprofessional Preservice Program
Improvement Projects



ACCEPT Project



Reaching for Blue Skies |  Kelvin_luffs

Our Reach in North Carolina

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

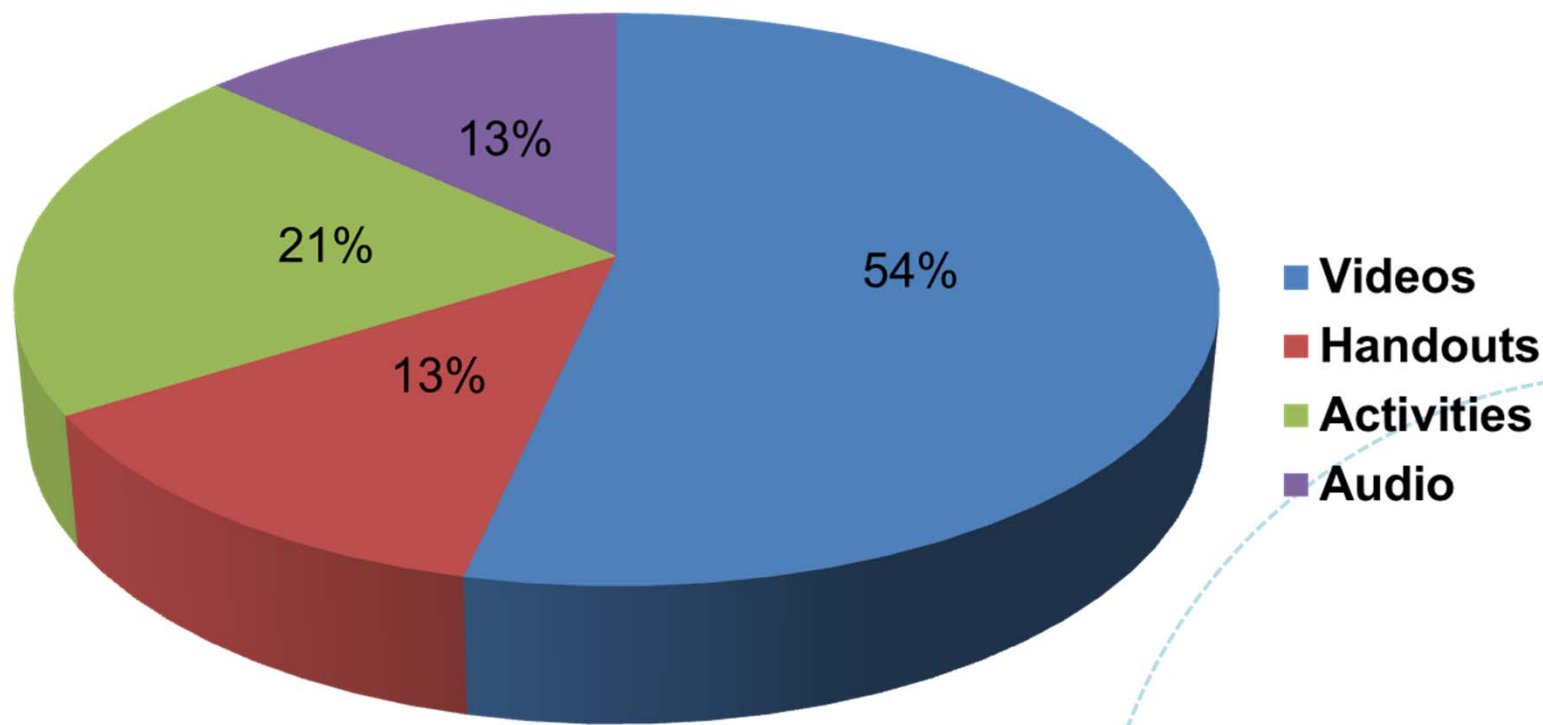
Module 1 Embedded Interventions	Module 2 Transition	Module 3 Communication for Collaboration	Module 4 Family-Professional Partnership
Embedding Module 1 into an In-Service Setting  by Sandy Ginther and Linda Robinson (10+ comments) <i>Setting:</i> In-Service <i>Primary discipline:</i> Early childhood special education <i>Format:</i> Face-to-Fac	Transition and Therapy Services  by Christine Myers (10+ comments) <i>Setting:</i> 4-year IHE <i>Primary discipline:</i> Occupational Therap	Communication - it's more than just words  by Hatice Dogan (20+ comments) <i>Setting:</i> Graduate <i>Primary discipline:</i> Early childhood <i>Course:</i> Families and Teams (Interdisciplinary) <i>Format:</i> 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) <i>Setting:</i> 2-year IHE <i>Primary discipline:</i> Early childhood <i>Course:</i> Young Children with Special Needs <i>Format:</i> Face-to-Face

Ways that Modules are used to Enhance Inservice PD

“I’d like to mention that the CONNECT resources and modules are incredibly valuable for those of us who provide statewide in-service training and technical assistance to practicing EI professionals. The 5-Step Learning Cycle/problem solving framework supports group application of content. We plan to use this same framework in our Children with Complex Needs Initiative trainings and online coursework in 2012-13.”

- Heidi Wettlaufer (Pennsylvania Technical Assistance Network)

What We Learned: Use of Module Resources



Google Analytics

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Video Demonstration of Embedded Interventions (Video 1.12: Rolling with Friends)



Source: CONNECT Module 1

Video Demonstration of Embedded Interventions

(Video 1.3: Routine at home – playing peek-a-boo)



Source: CONNECT Module 1

Video Demonstration of Transition Practice (Video 2.3: Highlights of a Home Visit)



Source: CONNECT Module 2

Video Demonstration of a Targeted Support (Video 7.14: Using an incentive system with Sammy)



Source: CONNECT Module 7

Observation tools (Handouts 3.1 & 3.2)

Communication Strategies to Build Collaboration

Attending and Active Listening

Communication Practice	Function	Some Examples
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 Kathy about some ideas you have might work better at lunch time, hasn't tried them yet." (reflecting content) "Jose's mother told you that some new medicine with have some side effects." "Now that we've had a chance to understand that these ideas we talked about are stressful and cause feelings." "With your help, we're getting things done."
Encouraging and affirming	Acknowledging the speaker through simple verbalizations encourages the speaker to continue. Commenting about the strengths and accomplishments shows	"Please continue." "You have an excellent idea incorporating tube making sure that Ama..."

Communication Strategies Observation Checklist

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

Attending and Active Listening	
Body language Using posture, eye contact, gestures and other non-verbal movements to show openness, interest and concern.	For the following items, make a check in the box <u>each time</u> you observe an example. Check Yes or No to indicate whether this occurs. <input type="checkbox"/> YES <input type="checkbox"/> NO
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.	
Encouraging and affirming Acknowledging the speaker through simple verbalizations encourages the speaker to continue.	
Make notes about examples of attending and active listening you observed:	

Source: CONNECT Module 3

Planning and Observation Tools (Handouts 6.3 and 6.5)

Handout 6.3



CROWD Strategy Planning Sheet

Title:

Author:

Illustrator:

Create at least 2 prompts for each category for your book that you can use to build upon children's language during dialogic reading. Include the page number that corresponds to the appropriate opportunity to use each prompt.

Completion- The reader creates an incomplete sentence to prompt the child with the appropriate response (i.e. fill-in-the-blank). (Ex: Lily's purse is _____.)

Recall- The reader asks a question designed to help children recall information from the story. (Ex: What happened when Jose went back to school? V Corduroy's overalls? How did Stephanie wear her hair?)

Open-ended- The reader asks a question or makes a statement that requires the child to describe part of the story in their own words beyond just a "yes" or "no" response. (Ex: How is Josie going to describe what you think is happening in this picture. How is Josie going to describe the apples?)

Dialogic Reading Observation Form

Introducing the Book

Title of the Book

The reader says the title of the book to the children before beginning the read aloud.

Circle Yes or No to indicate whether this occurs.

☐ YES ☐ NO

Author of the Book

The reader tells the children who the author of the book is before beginning the read aloud.

Circle Yes or No to indicate whether this occurs.

☐ YES ☐ NO

Asks a Question to Build Children's Interest

The reader asks the children at least one question before beginning to read the book to build the children's interest in the story. (Ex: What do you think this book is about?)

Circle Yes or No to indicate whether this occurs.

Source: CONNECT Module 6

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Pair-Share



- How do you envision these module resources being used in North Carolina?
- With whom could you share them with?

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



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Or contact us: connect@unc.edu

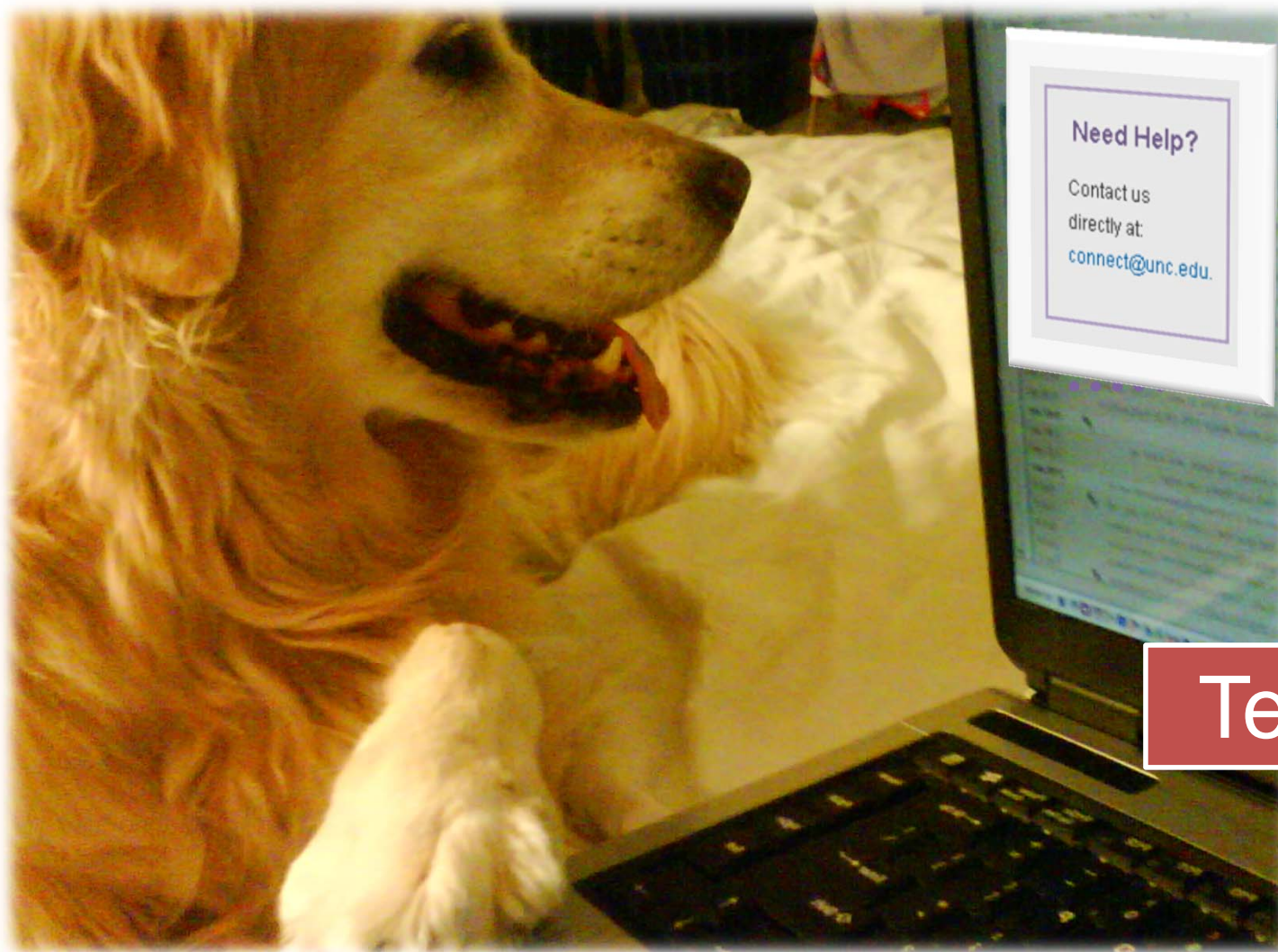
Source: <http://www.flickr.com/photos/fromcolettewithlove/467705377/>

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Tech Help

Email: connect@unc.edu

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Dive Deeper into CONNECT Modules...



**2012 Division of Early Childhood
Annual Conference
Pre-Conference Workshop
Minneapolis, MN
Date: October, 28, 2012
Time: 9:00 am – 4:00 pm**



Save the date!



Happening right
here in Chapel Hill

*2013 National Early Childhood
Inclusion Institute*
May 13–15



Elena P.
Soukakou

Inclusive Classroom Profile

The



Items

1. Adaptation of space, materials, and equipment
2. Adult involvement in peer interactions
3. Adult guidance of children's play
4. Conflict resolution
5. Membership
6. Relationships between adults and children
7. Support for communication
8. Adaptation of group activities
9. Transitions between activities
10. Feedback
11. Family-professional partnerships
12. Monitoring children's learning