CONNECT
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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Dawn Ellis,
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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
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 specific research-based practices that have been validated through a rigorous review process by Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005.

A decision-making process that integrates the best available research evidence with family & professional wisdom & values by Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006.
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

Early Childhood Research-Based Practices
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)
**CONNECT Modules Aligned to Personnel Preparation Standards**

### Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

#### Module 1: Embedded Interventions

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<th>NAEYC Core Standards</th>
<th>CEC/DEC Initial Standards</th>
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<td>NAEC Standard B: Promoting Child Development and Learning 7: Learning and understanding young children's characteristics and needs</td>
<td>Knowledge and Skill Base for All Beginning Early Childhood Special Education/Intervention (Birth to Age 6)</td>
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<tr>
<td>NAEC Standard A: Using Developmentally Effective Approaches to Connect with Children and Families 8b: Knowing and understanding effective strategies and tools for early education</td>
<td>CEC/DEC Standard 3: Community Involvement and Professional Development</td>
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<tr>
<td>NAEC Standard 8: Becoming a Professional 6c: Engaging in continuous, collaborative learning to inform practice, reflective, and critical perspectives on early education</td>
<td>CEC/DEC Standard 4: Evidence-based pedagogies that promote early Oral Language Development and Literacy Skills</td>
</tr>
<tr>
<td>NAEC Standard 8: Becoming a Professional 6d: Engaging in continuous, collaborative learning to inform practice, reflective, and critical perspectives on early education</td>
<td>CEC/DEC Standard 7: Instructional Planning and Assessment</td>
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**CONNECT 2012**

www.connect.fpg.unc.edu

[Unc FPG Child Development Institute]
### Connecting NC Early Learning Standards with CONNECT Modules

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<tr>
<th>NC ELS for Preschool</th>
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<td>Module 6: Dialogic Reading</td>
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<td><strong>Emotional &amp; Social Development</strong></td>
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<td>Module 7: Tiered Instruction</td>
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<td><strong>Health &amp; Physical Development</strong></td>
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<td><strong>Cognitive Development</strong></td>
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<td>Module 7: Tiered Instruction</td>
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</table>
Module 4: Family-Professional Partnerships
Step 1: Dilemma

Teacher’s viewpoint (China)

Family’s viewpoint (Aaron)
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

Definition/Demonstration of Practice

Evidence

Teaching Component

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Research Summary on Family-Centered Helpgiving Practices

Researchers at the Orelma Hawks Puckett Institute analyzed 47 research studies on family-centered helpgiving practices. 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; 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 outcomes. These outcomes included effective parent-child interactions, adequate social support, family satisfaction, and positive
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.
Demonstrations of the Practice

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

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I have a lot of things around, but I like decoration.
Experience-based knowledge

Parents' Perspectives

Teacher's Perspective

Pediatrician's Perspective

Immigrant Family Advocate's Perspective

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

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

Create an implementation plan to develop a trusting partnership with Aaron

Name: __________________ Date: __________

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 4.10 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 (Building Ground)
   Identify one practice for making shared decisions with Aaron and describe what China will do to implement this practice.

3. Practices for Deepening Relationships (Strengthening Ground)
   Identify one practice for deepening the relationship with Aaron and describe what China will do to implement this practice.

4. Practices for Maintaining a Positive Relationship (Sustaining Ground)
   Identify one practice for maintaining a positive relationship with Aaron and describe what China will do to implement this practice.

5. Practices for Developing a Trusting Relationship (Consolidating Ground)
   Identify one practice for developing a trusting relationship with Aaron and describe what China will do to implement this practice.
**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 4.0

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...
1. Help __________ gain skills or information to get what his/her child needs.
2. Have the skills to help __________’s child succeed.
3. Provide services that meet the individual needs of __________’s child.
4. Speak up for __________’s child’s best interests when working with other service providers.
5. Let __________ know about the good things your child does.

FAMILY-PROFESSIONAL PARTNERSHIP

Check mark ☐ to indicate your level of satisfaction with each of the items below. We are interested in improving our practices in developing a trusting partnership with you.

1. Help your child succeed.
2. Meet the individual needs of your child’s best interests when working with other service providers.
3. Let your child know about the good things your child does.

UNC
EPG CHILD DEVELOPMENT INSTITUTE
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

B-K Consortium

OSEP-Funded Paraprofessional Preservice Program Improvement Projects

SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina

ACCEPT Project

Reaching for Blue Skies | © Kelvin_Iuffs
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

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<td>Transition</td>
<td>Communication for Collaboration</td>
<td>Family-Professional Partnership</td>
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<tr>
<td>Embedding Module 1 into an In-Service Setting</td>
<td>Transition and Therapy Services</td>
<td>Communication - it's more than just words</td>
<td>Using Module 4 Family-Professional Partnerships to Enhance Students' Understanding of Families and the NAEYC Professional Preparation Standards</td>
</tr>
<tr>
<td>Sandy Ginther and Linda Robinson (10+ comments)</td>
<td>Christine Myers (10+ comments)</td>
<td>Hatice Dogan (20+ comments)</td>
<td>Nancy Grausam (30+ comments)</td>
</tr>
<tr>
<td>Setting: In-Service</td>
<td>Setting: 4-year IHE</td>
<td>Setting: Graduate Primary discipline: Early childhood</td>
<td>Setting: 2-year IHE Primary discipline: Early childhood</td>
</tr>
<tr>
<td>Primary discipline: Early childhood special education Format: Face-to-Face</td>
<td>Occupational Therapy</td>
<td>Head Start</td>
<td>Young Children with Special Needs Format: Face-to-Face</td>
</tr>
</tbody>
</table>
“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

- Videos: 54%
- Handouts: 21%
- Activities: 13%
- Audio: 13%

Google Analytics

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UNC EPG CHILD DEVELOPMENT INSTITUTE
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)
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

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 observed within each of the 3 broad categories.

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<th>Attending and Active Listening</th>
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<td>Reflecting content and feelings</td>
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</tr>
<tr>
<td>Encouraging and affirming</td>
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| Reflections 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. |
| Acknowledging the speaker through simple verbalizations encourages the speaker to continue. Commenting about the strengths and accomplishments helps. |

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Source: CONNECT Module 3
Planning and Observation Tools (Handouts 6.3 and 6.5)

Dialogic Reading Observation Form

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

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

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?)

Source: CONNECT Module 6
How do you envision these module resources being used in North Carolina?

With whom could you share them with?
Stay CONNECTed

Visit us at:

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

subscribe-npdcinis-news@listserv.unc.edu

http://www.facebook.com/pages/CONNECT-Modules/465314135485

Or contact us: connect@unc.edu

Source: http://www.flickr.com/photos/fromcolettewithlove/467705377/
Email: connect@unc.edu
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
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