Pam Winton, & Dale Epstein (CONNECT)
August 16 2012, 10:15 – 11:45 am
The CONNECT Team

Pam Winton
University of North Carolina at Chapel Hill

Virginia Buysse
University of North Carolina at Chapel Hill

Beth Rous
University of Kentucky

Chih-Ing Lim
University of North Carolina at Chapel Hill

Dale Epstein
University of North Carolina at Chapel Hill

Cici Sidor
University of North Carolina at Chapel Hill

Patti Singleton
University of Kentucky

Dawn Ellis, Project Officer
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: Focus on Clinical Practice

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

TRANSFORMING
TEACHER EDUCATION
THROUGH
CLINICAL PRACTICE:
A NATIONAL STRATEGY
TO PREPARE
EFFECTIVE TEACHERS

Fall, 2010
Increased Expectations & Theory of Change for PD

Effective professional development

Increase in teachers’ knowledge and use of evidence-based practice

Improved child and family outcomes
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. A decision-making process that integrates the best available research evidence with family & professional wisdom & values.

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

UNC FPG CHILD DEVELOPMENT INSTITUTE
CONNECT Modules: Practice-focused/Technology-based

Research-Based Practices on Inclusion
Innovation: An Approach for Incorporating EBP into PD

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

CONNECT
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)
Module 1: Embedded Interventions
Foundations of Inclusion Birth–Five

http://community.fpg.unc.edu/connect
Step 1: Dilemma

Teacher’s Perspective (Jackie)

Family’s Perspective (Christine)
Step 2: Question

For children who have developmental delays (P), are embedded interventions (I) effective in promoting learning in the areas of communication and social development (O)?
Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

Definition/ Demonstration of Practice

Teaching Component

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

Research Summary on Embedded Interventions

RESEARCHERS at the University of Florida analyzed 36 research studies on embedded interventions. 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 interventions defined?

Embedded interventions are teaching strategies that address a specific learning 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 pre-kindergarten teachers. Others were assistant teachers and graduate students. The 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 boys. The children ranged in age from 2-6 years old. About one-half of the children had some type of developmental delay. The remaining children had speech-language delays, Autism, or O/Au syndrome.
Policies

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Definition and Demonstration of the Practice

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Definition and Demonstration of the Practice

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Definition and Demonstration of the Practice

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Experience-based knowledge

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 parents to be extremely demanding with concerns for their children.”
—Lisa Stein, parent & community college faculty

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. I 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. I didn’t want to be perceived as the demanding parent, and I wanted to develop a good relationship with his teachers.

“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 I talked about what Luke was actually needing and showing interest in at home.

“I must confess that I haven’t done anything to change the situation. I’ll push back on ideas now. I generally nod my head, and then work on that skill with my son at home. For example, most recently, I shared that my son was expressing interest in the alphabet. I thought that encouraging letter recognition could help engage my son 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’d do that next semester. So I worked on it at home. One month later my son knew all his letters. Daily we work on a new letter. I can introduce new words easily (which was always a challenge, as I had to point out the letters and sounding out words).”
—Christine Lindsauer

Experience-based knowledge

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

Unique Perspectives & Contexts of the Dilemma

Evidence
- Research
- Policies
- Experience-based knowledge

Integrate

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

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

CONNECT
## Implementation Plan

**Step 1:** Dilemma

**Step 2:** Question

**Step 3:** Evidence

**Step 4:** Decision

**Step 5:** Evaluation

---

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>Embedded Interventions Addressing Goal #1</th>
<th>Embedded Interventions Addressing Goal #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival/Free Choice Play</td>
<td>Speech therapist engages peers to sing with gestures familiar songs with Luke (e.g., &quot;Bibby Spider, Twinkle, Twinkle, etc. (PS)&quot;)</td>
<td></td>
</tr>
<tr>
<td>Large group (e.g., circle or story time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small groups (e.g., activity centers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>Teacher encourages Luke’s use of his Sombrero to request more food and to communicate when he is finished. (EM)</td>
<td></td>
</tr>
</tbody>
</table>

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.
## Observation Form

**Child:** Luke  
**Date:**

### Goal
Communication - Luke will use any means to communicate across a range of communication functions (requesting objects, actions and information, commenting, getting attention, acknowledging)

### Measurable Objectives

1. Luke will initiate interaction with familiar adults for requests and showing (commenting) using sounds, gestures and actions and his SpringBoard at least 3 times in each of 5 daily routines.
2. Luke will consistently acknowledge initiations by others with any communicative means (7 or ten times when his attention to the speaker is already established).
3. Luke will use his SpringBoard to engage in 3 conversational reciprocal turns (at least 3 times in each of 5 daily routines).
4. Luke will link 2 words through gesture, sign and SpringBoard to request and comment (at least 5 times in each of 5 daily routines).
5. Luke will use any communicative means to comment (3 times in each of 5 daily routines).

### Table

<table>
<thead>
<tr>
<th>Objective</th>
<th>1 (initiate)</th>
<th>2 (acknowledge)</th>
<th>3 (reciprocate)</th>
<th>4 (2 words)</th>
<th>5 (comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mealtime</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes

- **Today:** Luke is still getting used to his classroom.
- **Today:** Luke will generally acknowledge.
- **Today:** Luke did use two reciprocal turns during.
- **Today:** Luke was able to request milk on his device.
- **Today:** Luke struggled to remain engaged in Circle Time today. I will observe another day.

### Steps

1. **Dilemma:**
2. **Question:**
3. **Evidence:**
4. **Decision:**
5. **Evaluation:**
Activity Guide 1.4a

Describe peer support

Objective(s)
Learners define and describe peer support.

Description
In this activity, learners watch video clips and review a handout with examples of peer support in order to describe these embedded interventions.

Required Materials/Resources
Learning Materials
- Video 1.10: Routines in a program – water play
- Video 1.11: Routines in a program – singing a song
- Video 1.12: Routines in a program – playing with friends
- Video 1.13: Routines in the community – playing at a park
- Handout 1.2: Examples of Peer Support

Detailed Facilitator Instructions
1. Provide access to videos or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Provide access to Handout 1.2: Examples of Peer Support.
3. Ask learners to complete the tasks below:
   a. Describe peer support in your own words.
   b. In addition to the examples you just viewed in the videos and handout, list three more examples of peer support.
4. Provide feedback.

Suggested Assessment
Hints provided to learner:
1. Peer support is enabling peers to help children reach goals and participate fully and meaningfully in the classroom, home, or community.
2. Examples
   a. If a child has trouble initiating interactions with others, arrange for the child to attend more social functions to provide opportunities to engage. Coordinate a play group at home or on a playground. Attend a parent-child class in the community, such as a music class or little gymnastics class.
   b. If a child is learning how to request food by signing during snack time, make sure that the child is sitting at the table with children who know the signs for snack items.

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method
Discovery & Brainstorming

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation
25-35 minutes for learner activity

Learner Form
Activity 1.4a

Activity Guides
Module 6 To Go

Modules-to-Go are downloadable versions of a module that can be printed or saved for your use. Each Module-to-Go includes a PowerPoint presentation of all of the online module content, along with PDF documents of all the activities, activity guides, and handouts from the module. In addition, there are also links to the list of videos and audio clips that you can download and save.

Module 6 To Go PowerPoint: PowerPoint slides with all of the online module content for Module 6 that you can download and save or print.

- Activities: A complete set of all the activities in PDF format from Module 6. For activities in Word format, return to the Instructor Dashboard and click on Activities and Guides.
- Activity Guides: A complete set of all the activities guides, as well as the alternate activities, from Module 6.
- Handouts: A complete set of all the handouts from Module 6.
- Videos: A list of all the video clips that are available for Module 6. You can click on a video link to watch a video, or download it and save it.
- Audio Clips: A list of all audio clips that are available for Module 6. You can click on an audio link to listen to the clip, or download it and save it.
# 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.

**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!

## Discussions by CONNECT Module

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded Interventions</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>Embedding Module 1 into an In-Service Setting</td>
<td>by Christine Myers (10+ comments) Setting: 4-year IHE Primary discipline: Early childhood special education Format: Face-To-Fac</td>
<td>by Hatrice Dogan (20+ comments) Setting: Graduate Primary discipline: Early childhood Course: Families and Teams (Interdisciplinary) Format: Face-to-Face</td>
<td>by Nancy Grausam (30+ comments) Setting: 2-year IHE Primary discipline: Early childhood Course: Young Children with Special Needs Format: Face-to-Fac</td>
</tr>
</tbody>
</table>

---

**CONNECT**

FPG Child Development Institute
## Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

### Module 1: Embedded Interventions

<table>
<thead>
<tr>
<th>NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs</th>
<th>CEC/DEC Initial Standards Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)</th>
</tr>
</thead>
</table>

### NAEYC Standard 1: Promoting Child Development and Learning

1a. Knowing and understanding young children's characteristics and needs.

### NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families

4b. Knowing and understanding effective strategies and tools for early education.

### NAEYC Standard 6: Becoming a Professional

6c. Engaging in continuous, collaborative learning to inform practice.

6d. Integrating knowledge, reflection, and critical perspectives on early education.

### CEC/DEC Standard 1: Foundations—Know philosophies, evidence-based principles, laws, and diverse and historical points of view.

CC1K4 - Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

CEC/DEC Standard 3: Individual Learning Differences—Know evidence-based practices validated for certain characteristics of learners.


**NOTE:**

- CC1K4 - Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- CEC/DEC Standard 3: Individual Learning Differences—Know evidence-based practices validated for certain characteristics of learners.
Defining Inclusion

Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places—homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children’s birth to 8 with disabilities and their families have come to be known as early childhood inclusion.

The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered. However, because inclusion takes many different forms and implementation is influenced by a wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion.

This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a literal text for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.
... three defining features of inclusion

- ACCESS
- PARTICIPATION
- SUPPORTS

Research Synthesis Points on Quality Inclusive Practices

In April, 2009, two national organizations working on behalf of young children—the Division for Early Childhood of the Council for Exceptional Children (DEC) and the National Association for the Education of Young Children (NAEYC)—completed two years of historic and groundbreaking work with the release of a major position statement on inclusion. This document provides concrete support for early childhood professionals, including evidence-based and promising practices that support early childhood development. These practices are organized into three major sections, each corresponding to a key component of high-quality early childhood inclusive education as described in the position statement:

Access—removing physical barriers, providing a wide range of activities and environments, and making necessary adaptations to create optimal development and learning for individual children;

Participation—using a range of instructional and intervention approaches to promote inclusive participation in play and learning activities, and a sense of belonging for every child and family;

Supports—creating an infrastructure of systems-level supports for implementing high-quality inclusive practices.

Citations for each practice include best available research in the form of research reviews or synthesis or, when a summary of the research does not exist, the most recent and relevant individual studies evaluating specific practices. It should be noted that this document does not include an exhaustive list of existing research on every practice, nor do all promising practices have a supporting body of rigorous research evidence. This document may be used in a variety of contexts, including professional development, policy development, planning, advocacy, and grant writing.

## Connecting Policies, Research & Practice

<table>
<thead>
<tr>
<th>Defining Feature of Inclusion</th>
<th>Evidence-Based Practice</th>
<th>CONNECT Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS</td>
<td>Assistive Technology</td>
<td>Module 5</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>Embedded Interventions</td>
<td>Module 1</td>
</tr>
<tr>
<td></td>
<td>Tiered Instruction</td>
<td>Module 7</td>
</tr>
<tr>
<td>SUPPORTS</td>
<td>Collaboration</td>
<td>Module 3</td>
</tr>
<tr>
<td></td>
<td>Family-professional</td>
<td>Modules 2 and 4</td>
</tr>
<tr>
<td></td>
<td>partnerships</td>
<td></td>
</tr>
</tbody>
</table>
What We Learned: Our Reach

Modules have been accessed from all 50 states as well as over 150 countries and territories.
“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)
Our Reach in North Carolina

B-K Consortium

OSEP-Funded Paraprofessional Preservice Program Improvement Projects

ACCEPT Project

SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina
IMPACT on Learners’ Decision-Making Skills

5 Step Learning Cycle™ - Process for Making Evidence-Based Practice Decisions
Impact of CONNECT Modules on Learners

Changes in policies are being made in Portugal regarding the provision of adaptive playgrounds.
Pair-Share

- How do you envision using these resources?
Stay CONNECTed

Visit us at:
http://community.fpg.unc.edu/connect-modules

subscribe-npdci-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