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The Center to Mobilize Early Childhood Knowledge

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

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

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UNIVERSITY OF KENTUCKY

IDEAs that Work

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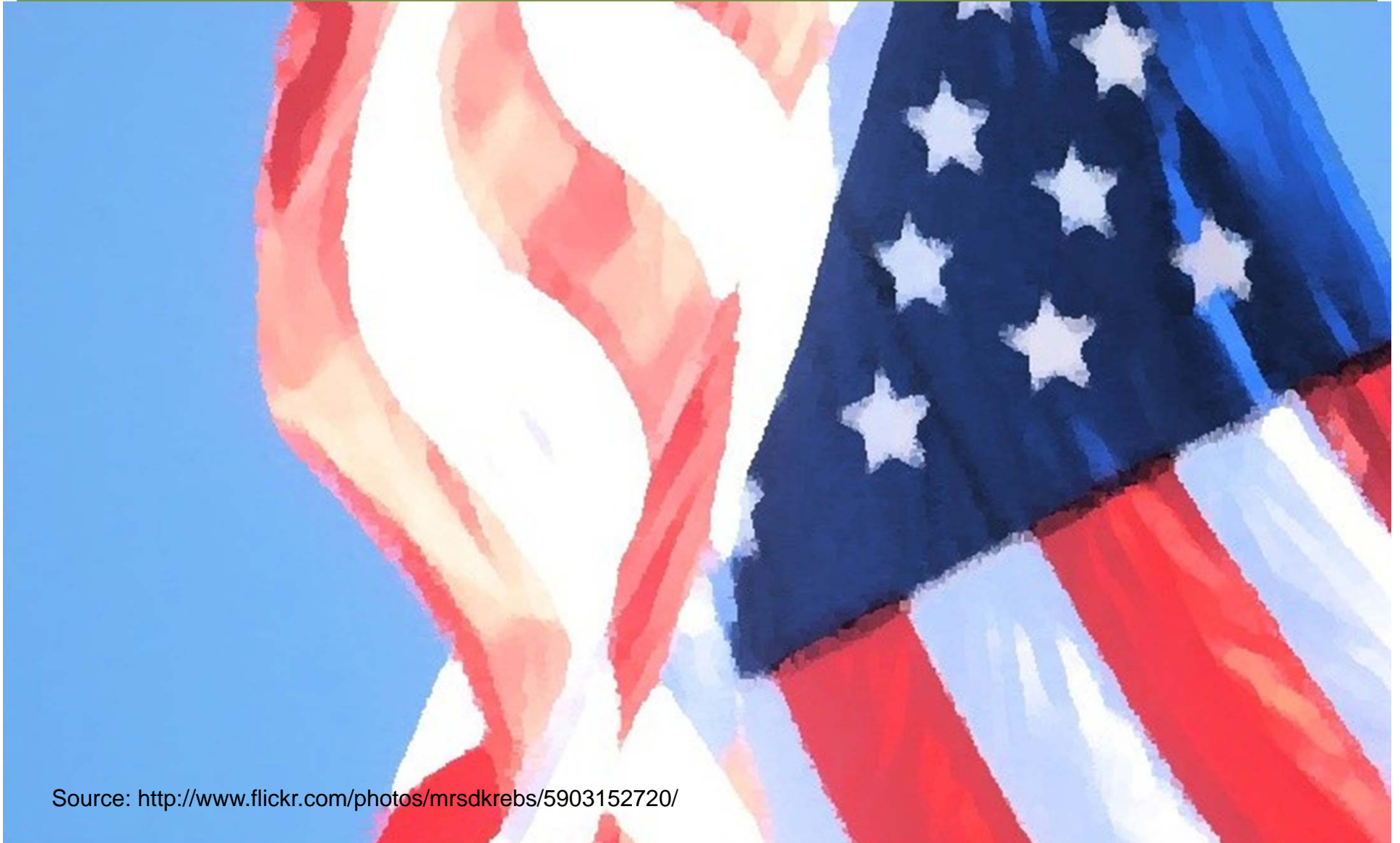Cici Sidor
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University of
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Context: The Great American Workforce

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)

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Context: Focus on Clinical Practice

NCATE
The Standard of Excellence
in Teacher Preparation

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

Fall, 2010

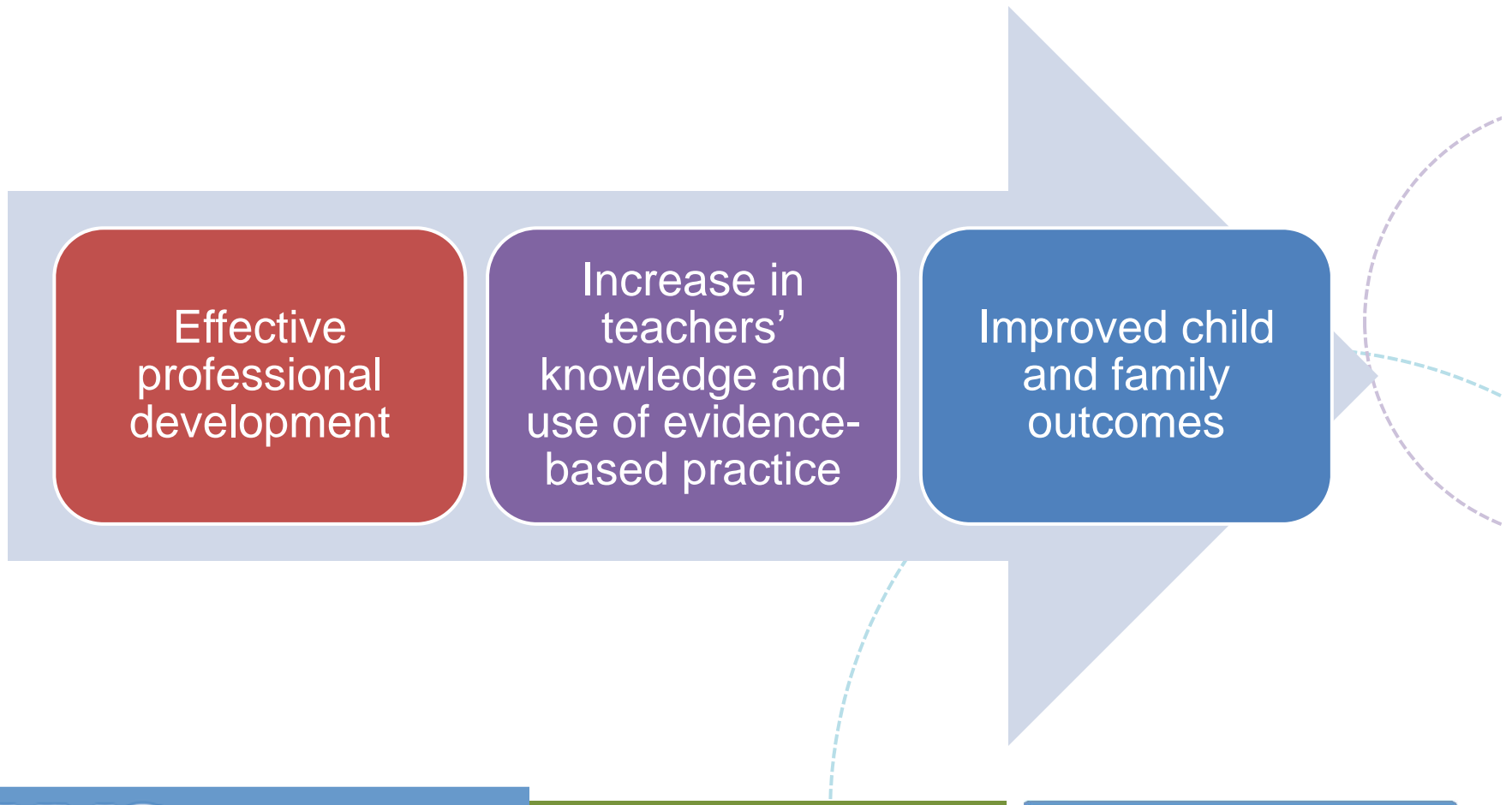| Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation

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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?

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Evidence-Based Practice is……

identifying specific research-based practices

been validated thro rigorous review pro

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

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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

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CONNECT Modules: Practice-focused/ Technology-based
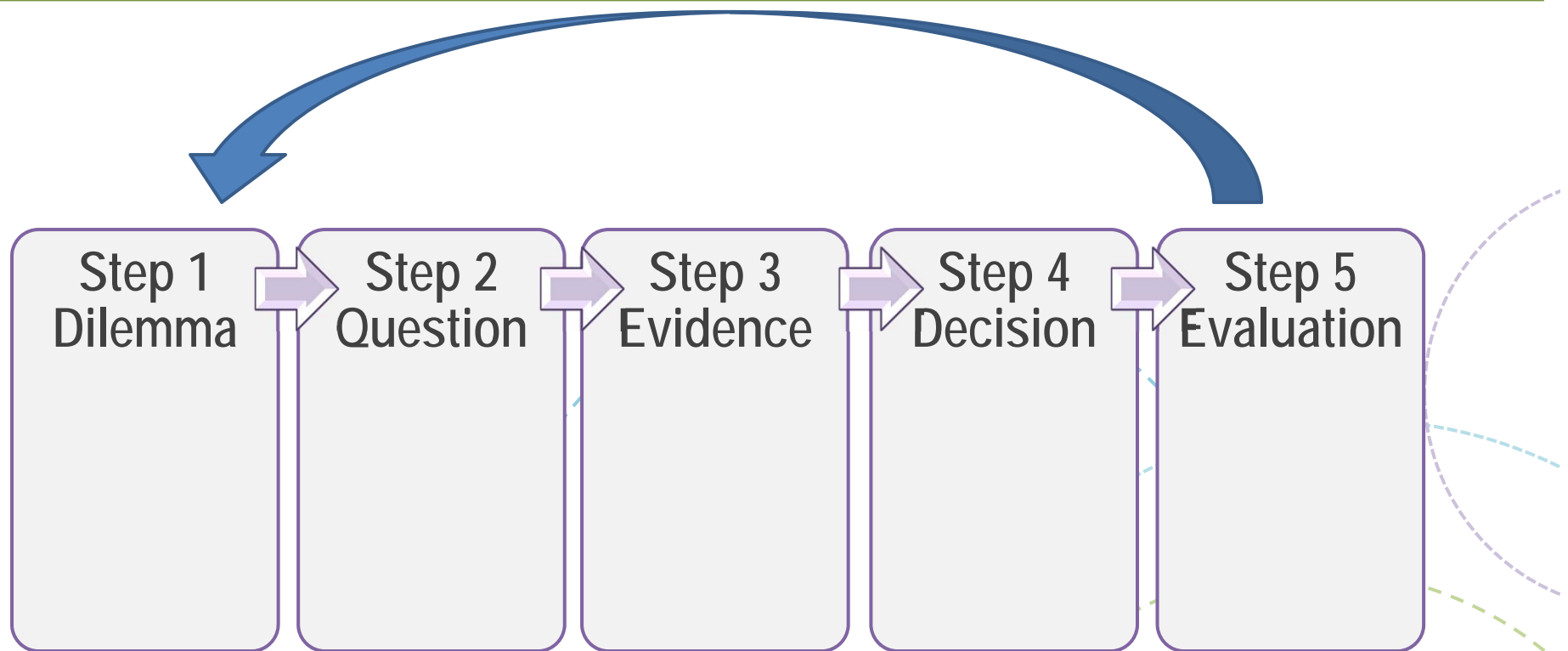
Research-Based Practices on Inclusion

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Our Target Audience

- 2-year and 4-year early childhood college faculty

- Other professional development providers (e.g., trainers, TA specialists, coaches)
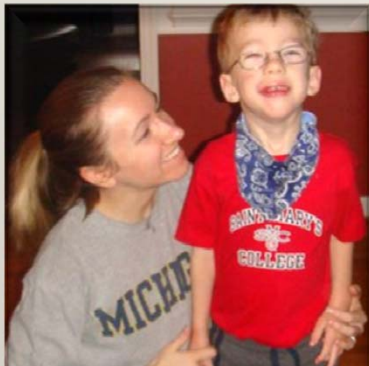
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What Faculty and PD Providers Want

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

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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

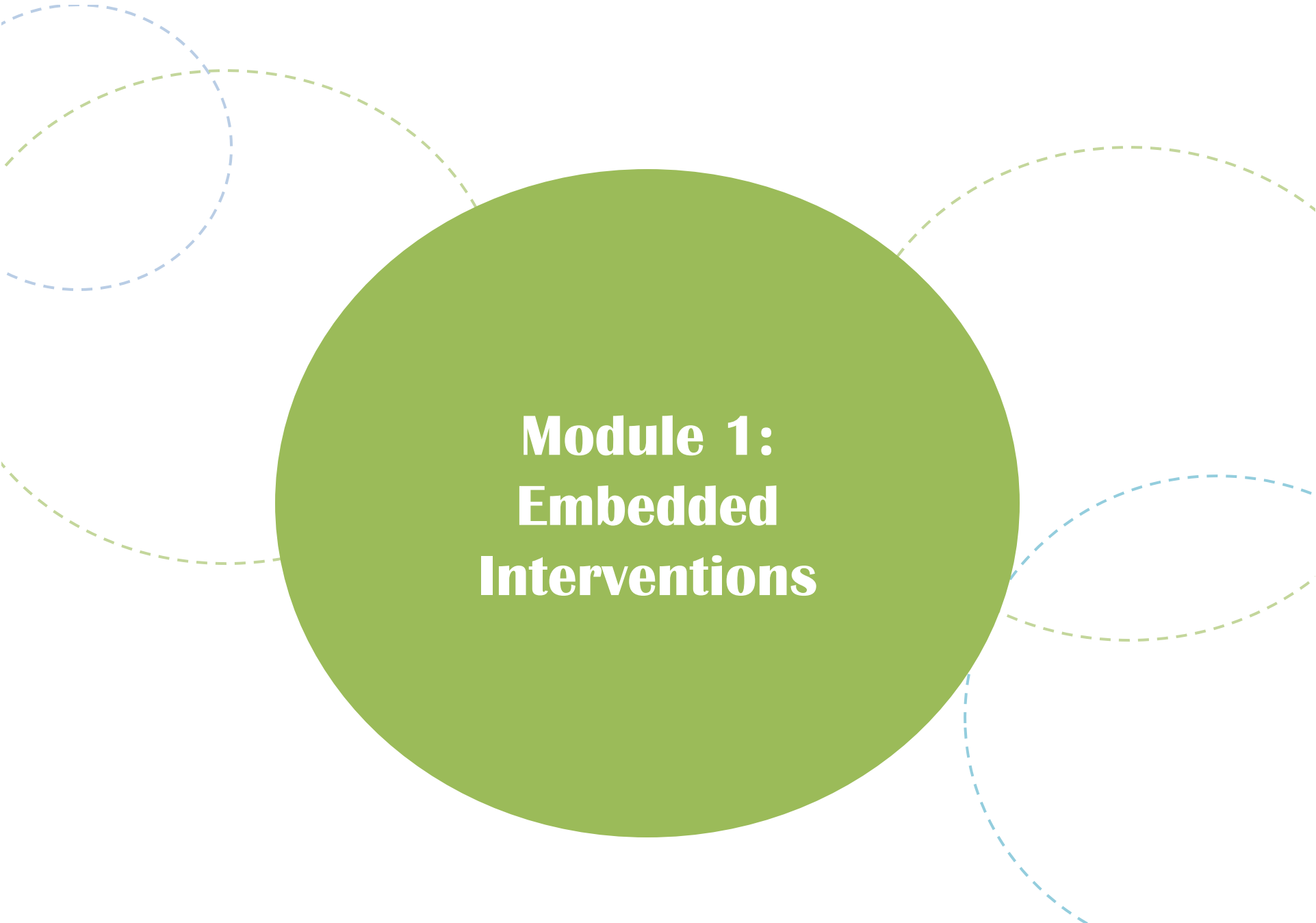Module 7: Tiered Instruction (Social emotional development & Academic learning)

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Module 1:
Embedded
Interventions

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Foundations of Inclusion Birth–Five

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

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Step 1: Dilemma

Teacher's Perspective (Jackie)

Family's Perspective (Christine)

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

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)?

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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 1.3

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 childcare 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 2-7 years of age. About one-half of the children had some type of developmental delay. The remaining children had speech-language delays, Autism, or Down syndrome.

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

Policies

Handout 1.4

Policy Advisory
The Law on Inclusive Education

INCLUSION is the principle that supports the education of children with disabilities alongside their non-disabled peers rather than separately. Both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Sec. 504) require schools and agencies to provide equal educational opportunities for children with disabilities. Ever since Brown v. Board of Education held that separate was not equal, inclusion has been part of this requirement to provide equal educational opportunities. But the primary source for the inclusion requirement is the Individuals with Disabilities Education Act or IDEA. IDEA not only supports equal educational opportunities, it specifically requires schools to support inclusion of children with disabilities through the least restrictive and natural environment mandates. For preschool and school age children (ages 3-21), IDEA requires that children with disabilities be educated in the "least restrictive environment" (§1412(a)(5) and §1413(a)(1)). For infants and toddlers (ages 0-3) with disabilities, IDEA promotes the use of "natural environments" for early intervention services (§1432(4)(G)).

Why does federal law support inclusion in schools and services?

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

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

In addition to the academic benefits of inclusion, courts have long recognized that there are non-educational benefits to inclusion that are important to the quality of life of children with disabilities—such as the opportunity to make friends and increase acceptance among their peers (Daniel R.R. v. State Bd. of Educ., 1989; Sacramento City Sch. Dist. v. Rachel H., 1994). Federal law thus recognizes and supports inclusion because of the developmental,

educational, and social benefits that inclusion provides to children with disabilities.

How does federal law define inclusion and what does it involve?

Inclusion is not specifically defined in the law, but is supported through the equal opportunity, least restrictive and natural environment mandates. Together these requirements support inclusion in three areas: placement of the child with children who do not have disabilities, access to the standard educational or developmental curriculum, and participation in typical non-academic activities.

The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) have developed a joint position statement on early childhood inclusion. For more information on that definition and specifics on access, participation and supports for inclusion, visit http://community.fpg.unc.edu

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

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Definition and Demonstration of the Practice

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

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Definition and Demonstration of the Practice

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

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

Experience-based knowledge

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 |

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Implementation Plan

Handout 1.12

Child Activity M

Child: _____

Learning Goals
1.

2.

Daily Schedule	Learnin Addres

(EM = Environmental modification, PS = Peer support)

Daily Schedule	Embedded Interventions Addressing Goal #1	Embedded Interventions Addressing Goal #2
Arrival/Free Choice Play		Speech therapist engages peers to sing with gestures familiar songs with Luke (i.e., Itsy Bitsy Spider; Twinkle, Twinkle, etc. (PS)
Large group (e.g., circle or story time)		
Outdoor Play		
Small groups (e.g., activity centers)		
Lunch	Teacher encourages Luke's use of his SpringBoard to request more food and to communicate when he is finished. (EM)	

Adapted from: Sandall, S. R., & Swartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs.* Baltimore: Brookes.

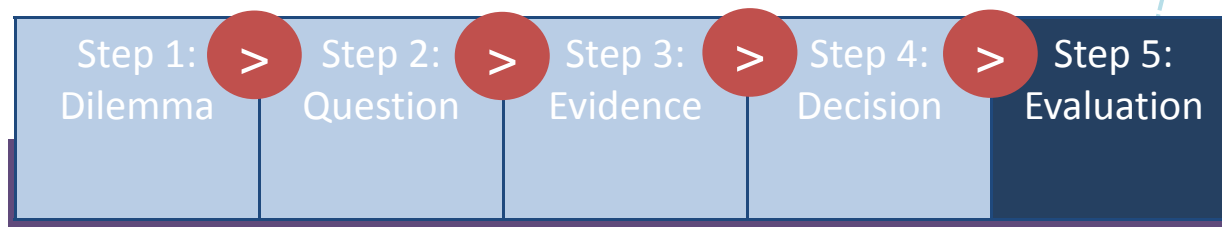| Step 1: Dilemma	Step 2: Question	Step 3: Evidence	Step 4: Decision	Step 5: Evaluation

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.

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Observation Form

Date: _____

Child: Luke _____

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 of 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).

Objective	1 initiate	2 acknowledge	3 reciprocate	4 2 words	5 comment
				II	II
Mealtime	I	~~IIII~~ II			
Free Play					
Circle		III			
Playground					
Notes Today	Luke is still getting used to the classroom	Luke will generally acknowledge	Luke did use two reciprocal turns during	Luke was able to request milk on his device "I want more milk	Luke struggled to remain engaged in Circle Time today. I will observe another day.

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

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Activity Guides

Activity Guide 1.4a

Describe peer support

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

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
Learner Materials
- Video 1.10: Routine in a program – water play
- Video 1.11: Routine in a program – singing a song
- Video 1.12: Routine in a program – rolling with friends
- Video 1.13: Routine 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 enlisting 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.

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Modules to Go

CONNECT Modules
CONNECT: The Center to Mobilize Early Childhood Knowledge

Search Site [ ] Search

HOME | 5-STEP LEARNING CYCLE™ | MODULES | FOR INSTRUCTORS | INSTRUCTOR SUPPORTS | RESOURCE LIBRARY

You are here: Home → Module 6: Dialogic Reading Practices → Module 6 To Go

enlarge text + | reduce text -

Module 6: Dialogic Reading Practices

Introduction

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

Summary and Wrap Up

References and Credits

Supplemental Materials

Personnel Preparation Standards

Module 6 To Go

Glossary | Return to Dashboard

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 of 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.

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CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

HOME | 5-STEP LEARNING CYCLE™ | MODULES | FOR INSTRUCTORS | INSTRUCTOR SUPPORTS | RESOURCE LIBRARY

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MODULES

These modules are designed for faculty and professional development providers to use in their professional development. Instructors, click on "For Instructors". Learners, click on "Go to Modules".

GO TO MODULES >

FOR INSTRUCTORS >

NEW TO CONNECT MODULES?

Video Quick Tours of the Site

Tips for Instructors

Site Help / Frequently Asked Questions

Learn about the CONNECT project

5-STEP LEARNING CYCLE™

Learn more about our innovative approach for making an evidence-based practice decision.

GO >

RESOURCE LIBRARY

Browse all available learner resources or search for specific resources.

GO >

INSTRUCTOR SUPPORTS

View additional supports for instructors.

GO >

Survey Question

Please take a moment to take a one question survey to let us know a little about you.

Take the Survey

💬 Discussions

CONNECT Module 5: Assistive Technology Interventions in an Online Course
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 more...

NC B-K Consortium CONNECT Workshop Discussion Board
The CONNECT team enjoyed meeting everyone and hearing from people who have used the modules. What steps have you taken since our recent workshops to put your plans into action? Let's keep the conversation going! Read more...

📡 News and Announcements

Join Us For a FREE Introductory Webinar to Tour Our Newly Redesigned Website
Read more...

CONNECT Module 6: Dialogic Reading Practices
Meet Tenisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class.
Read more...

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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) *Setting*: In-Service *Primary discipline*: Early childhood special education *Format*: Face-to-Fac	**Transition and Therapy Services** by Christine Myers (10+ comments) *Setting*: 4-year IHE *Primary discipline*: Occupational Therap	**Communication - it's more than just words** by Hatice Dogan (20+ comments) *Setting*: Graduate *Primary discipline*: Early childhood *Course: Families and Teams* (Interdisciplinary) *Format*: 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) *Setting*: 2-year IHE *Primary discipline*: Early childhood *Course: Young Children with Special Needs* *Format*: Face-to-Face

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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. **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 knowledgeable, reflective, 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. Understand the influence of culture, primary language, and social and physical environments. 　EC3 S1 – Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families. 　EC3 S2 – Develop and match learning experiences and strategies to characteristics of infants and young children. **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.

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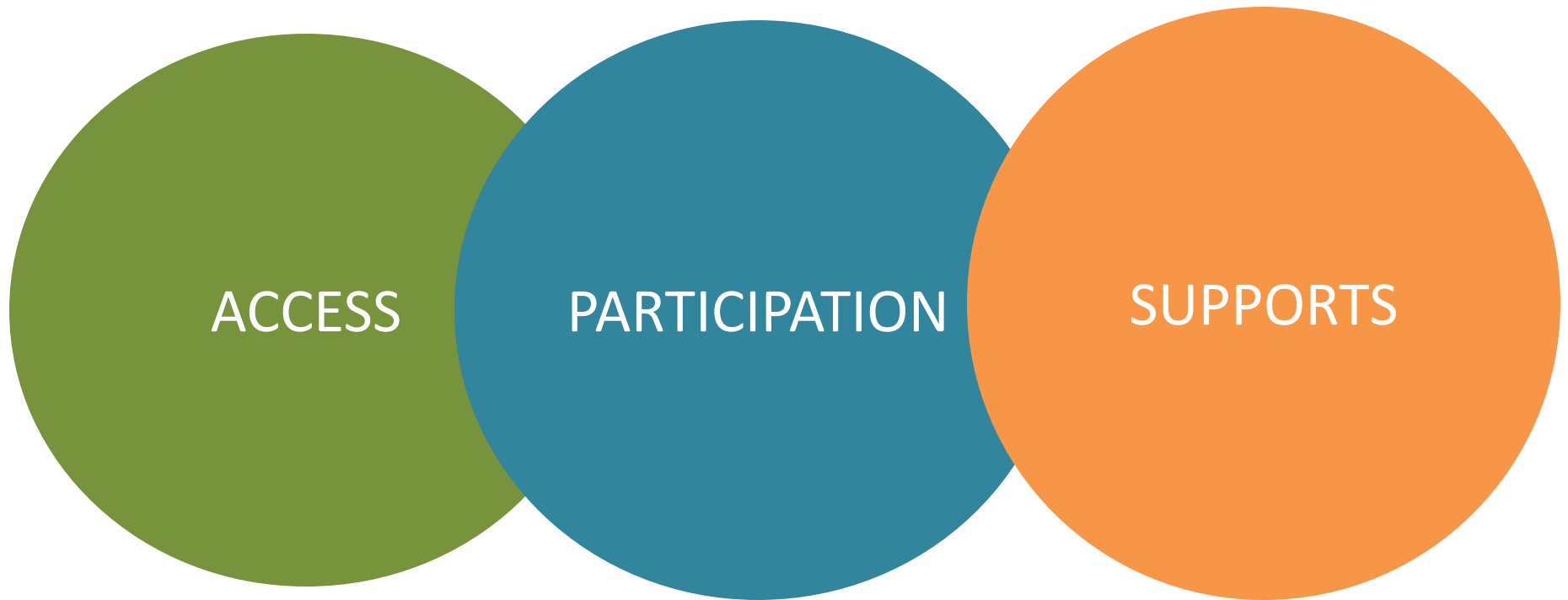
Early Childhood Inclusion:
A Joint Position Statement of DEC and NAEYC

... three defining features of inclusion

ACCESS

PARTICIPATION

SUPPORTS

- Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC, 2009

Handout: Research Synthesis Points on Quality Inclusive Practices

National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion

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 collaborative work with the release of a joint position statement on inclusion[1]. This document provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. These practices are organized into three major sections corresponding to the defining features of high quality early childhood inclusion as described in the joint 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 engagement in play and learning activities, and a sense of belonging for every child; and

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

Citations for each practice include best available research in the form of research reviews or syntheses 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 studies 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.

1 DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
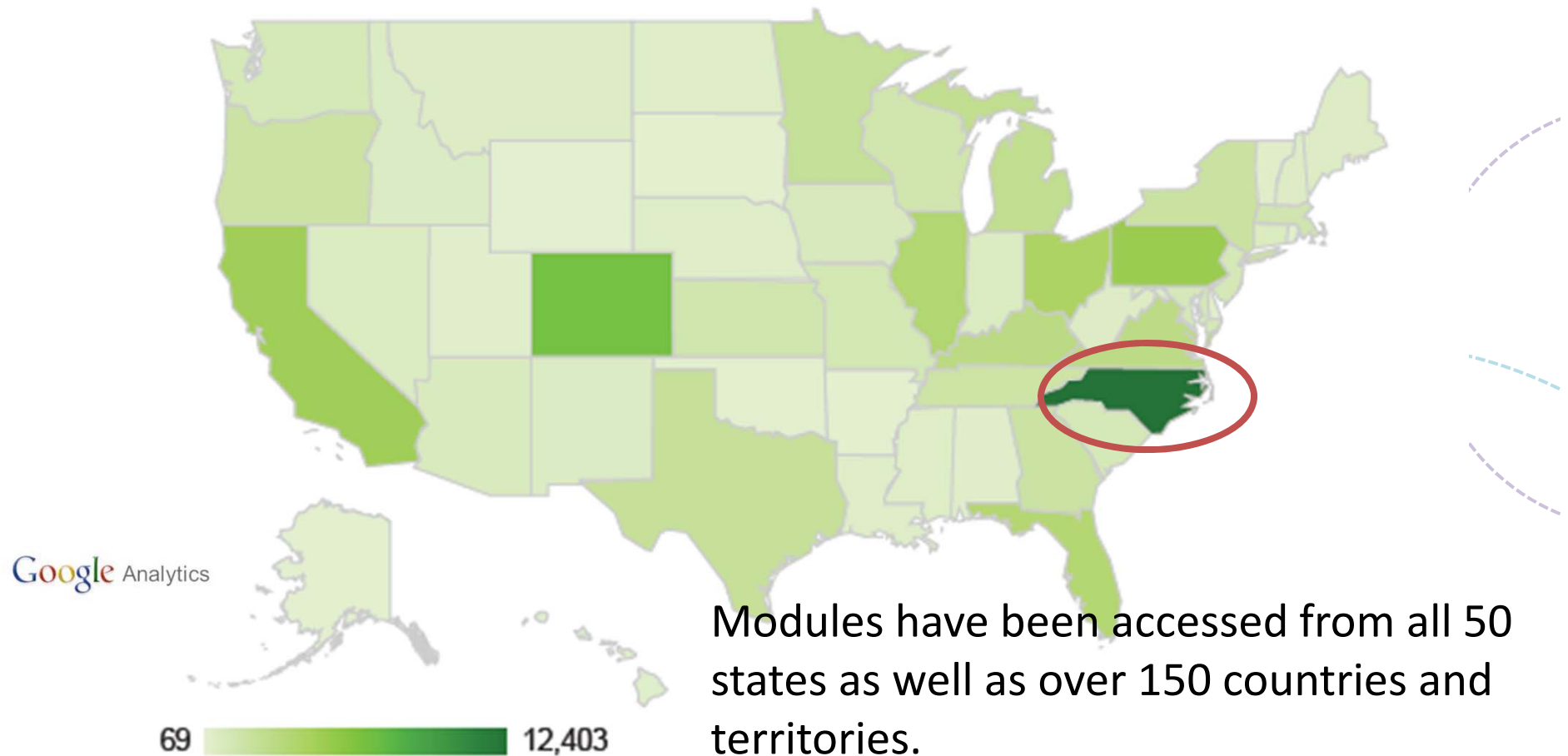
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Connecting Policies, Research & Practice

Defining Feature of Inclusion	Evidence-Based Practice	CONNECT Modules
ACCESS	Assistive Technology	Module 5
PARTICIPATION	Embedded Interventions Tiered Instruction	Module 1 Module 7
SUPPORTS	Collaboration Family-professional partnerships	Module 3 Modules 2 and 4

What We Learned: Our Reach

Google Analytics

69 ▮▮▮▮▮ 12,403

Modules have been accessed from all 50 states as well as over 150 countries and territories.

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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)

IMPACT on Learners' Decision-Making SKills

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

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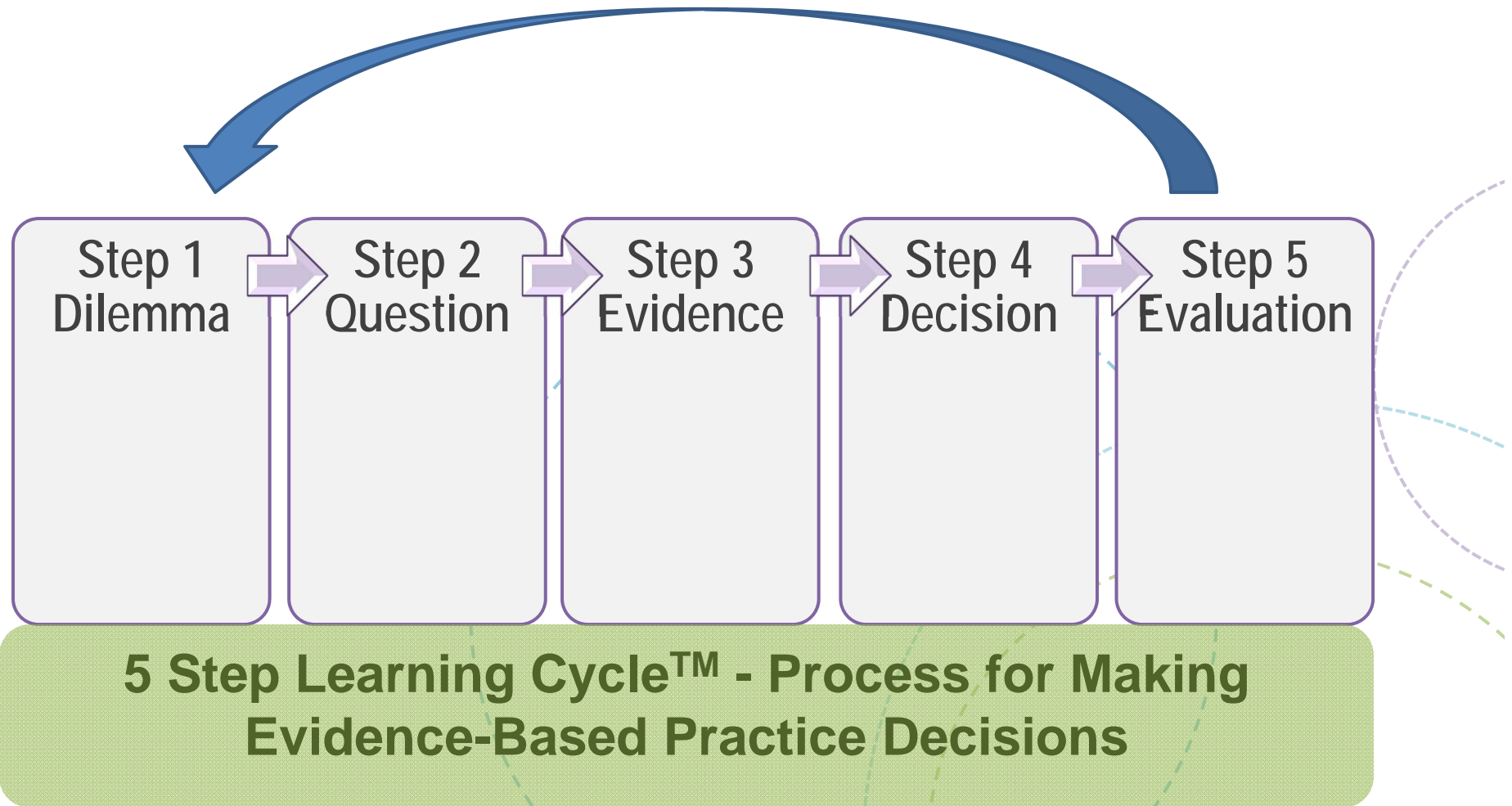
Impact of CONNECT Modules on Learners

Changes in policies are being made in Portugal regarding the provision of adaptive playgrounds

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Pair-Share

- How do you envision using these resources?

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

Or contact us: connect@unc.edu

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

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Need Help?

Contact us directly at: connect@unc.edu.
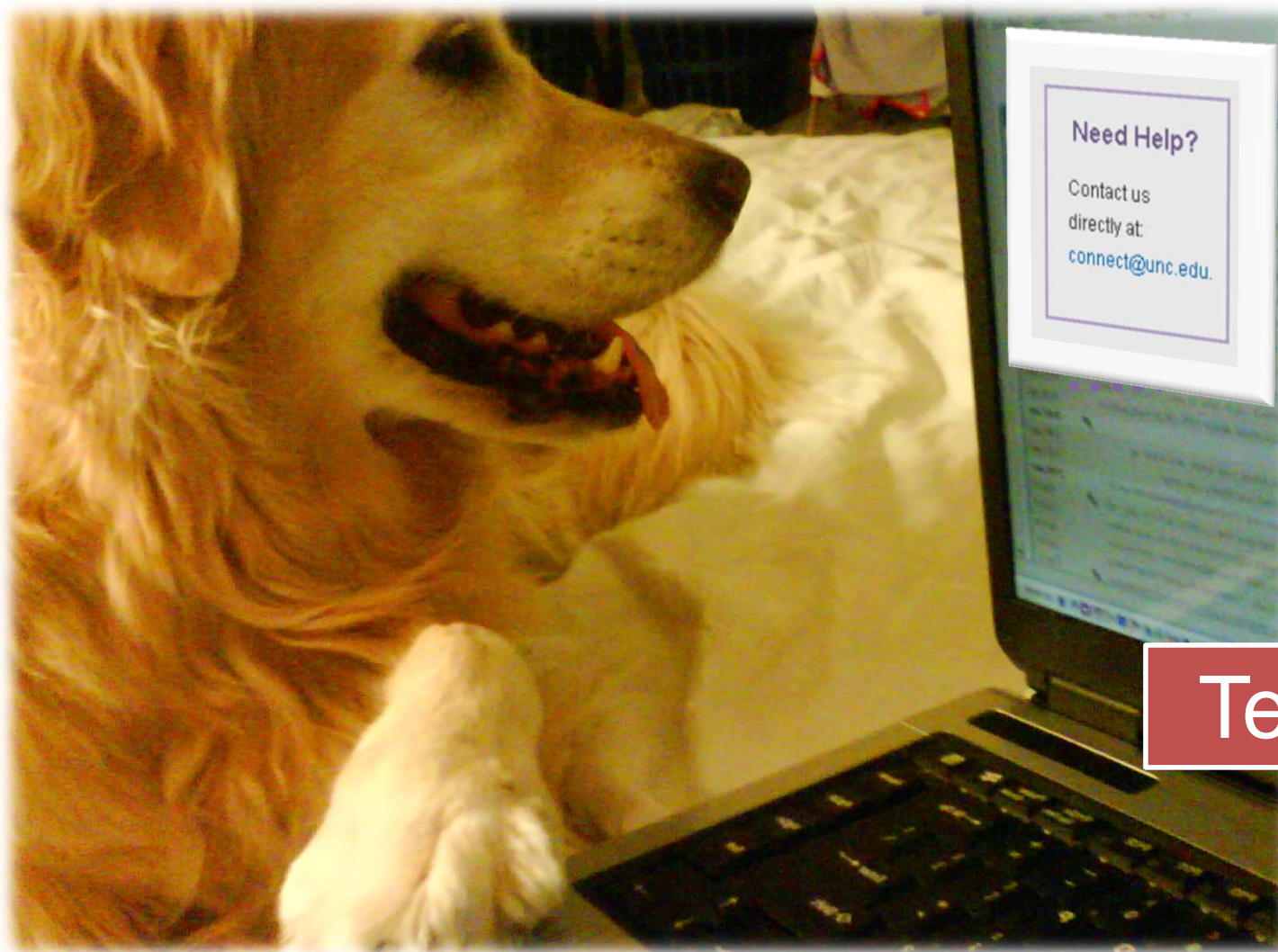
Tech Help

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!

2013 National Early Childhood
Inclusion Institute
May 13–15

Happening right here in Chapel Hill