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

Professional Development Day
August 31, 2012
9:00 am – 3:00 pm
Welcome and Introduction
Context: Faculty are Expected to Incorporate EBP into PD
12% of the children being served in Head Start and Migrant Head Start Programs have an IEP.

Context: Research Evidence about Effective PD Approaches

- Focused on specific instructional strategies rather than general content
- Sustained over time and of considerable duration
- Infused with active learning opportunities, guided practice and corrective feedback
- Connected with program standards, curricula, and assessments

-Snyder, Hemmeter, & McLanglin, 2012; Wei et al., 2009; Winton, 2010; Zaslow, et al., 2010
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.
Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Defining Inclusion

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 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 litmus test 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

# Resources to Support Quality Inclusive Practices

## Assistive Technology (AT)

AT interventions involve a range of strategies to promote a child’s access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment. Combining AT with effective teaching promotes the child’s participation in learning and relating to others.

### Why Do It?

- **The evidence base**
  - [http://tntasu.edu/files/Adaptations_Brief_final.pdf](http://tntasu.edu/files/Adaptations_Brief_final.pdf)
  - Tots-n-Tech Research institute [http://tntasu.edu/](http://tntasu.edu/)

### Read About It

- **Books, chapters, and articles**

### See for Yourself

- **Videos and demonstrations**
  - CONNECT Module 5: Assistive Technology [http://community.fpg.unc.edu/connect-modules/learners/module-5](http://community.fpg.unc.edu/connect-modules/learners/module-5)
  - Family Center on Technology and Disability. Presentations on Assistive Technology. [http://www.fctd.info/powerpoints](http://www.fctd.info/powerpoints)
  - Tots-n-Tech Research institute [http://tntasu.edu/](http://tntasu.edu/)
  - Use of Assistive Technology in Early Intervention (webinar) [http://www.aucd.org/template/event.cfm?event_id=2875&id=740&parent=740](http://www.aucd.org/template/event.cfm?event_id=2875&id=740&parent=740)

### Find it Online

- **Websites with additional resources**
  - AT for infants/toddlers [http://www.scoe.net/seeds/resources/at/atInfants.html](http://www.scoe.net/seeds/resources/at/atInfants.html)
  - AT for preschool [http://www.scoe.net/seeds/resources/at/atPreschool.html](http://www.scoe.net/seeds/resources/at/atPreschool.html)
  - AT training programs that support early intervention providers [http://tntasu.edu/files/May2012.pdf](http://tntasu.edu/files/May2012.pdf)
  - Assistive technology for infants, toddlers, and young children [http://www.nectac.org/topics/atech/atech.asp](http://www.nectac.org/topics/atech/atech.asp)
  - CONNECT Module 5: Assistive Technology [http://community.fpg.unc.edu/connect-modules/learners/module-5](http://community.fpg.unc.edu/connect-modules/learners/module-5)
  - Early Childhood and Assistive Technology (PowerPoint presentation) [http://www.fctd.info/powerpoints](http://www.fctd.info/powerpoints)
  - Supporting Early Education Delivery Systems (AT for Infants/Toddlers, AT for Preschool, Training Modules, AT Toolkit) [http://www.scoe.net/seeds/resources/at/at.html](http://www.scoe.net/seeds/resources/at/at.html)
  - Tots-n-Tech Research institute [http://tntasu.edu/](http://tntasu.edu/)

[Available Soon at http://npdci.fpg.unc.edu](http://npdci.fpg.unc.edu)
## Connecting Policies, Research & Practice

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<th>Evidence-Based Practice</th>
<th>CONNECT Modules</th>
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<td>SUPPORTS</td>
<td>Collaboration</td>
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<td></td>
<td>Family-professional</td>
<td>Modules 2 and 4</td>
</tr>
</tbody>
</table>
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)
Questions?
Step 1: Module 5 Dilemma

Step 1: Dilemma

Step 2: Question

Step 3: Evidence

Step 4: Decision

Step 5: Evaluation

Source: CONNECT Module 5: Assistive Technology Interventions

Family child care provider's perspective (Ms. Mary)

Family's perspective (Holly)
For young children who have language and physical impairments, are assistive technology interventions effective in promoting learning and development?
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 Evidence on Assistive Technology

Source: CONNECT Module 5
Policies Related to Assistive Technology

Source: CONNECT Module 5
Experience-Based Knowledge Related to Assistive Technology

CONNECT Modules

Patsy Pierce on Assistive Technology

Speech-Language Pathologist’s Perspective

Parent’s Perspective

Robin Wisner on Assistive Technology

Researcher’s perspective on working with diverse children

Sheila Bridges-Bond on Assistive Technology
Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

Definition/
Demonstration of Practice

Teaching Component

Evidence
Definition of the Practice

Assistive technology (AT) interventions involve a range of strategies to promote a child's access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment. Combining AT with effective teaching promotes the child's participation in learning and relating to others.
Demonstration of Assistive Technology Interventions

Source: CONNECT Module 5, Video 5.5
Demonstration of Assistive Technology Interventions

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

Source: CONNECT Module 5, Video 5.7
Step 4: Decision and Implementation Plan

- 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
Using EBP Decision-Making to Make a Decision about Assistive Technology

Step 1: Dilemma

Step 2: Question

Step 3: Evidence

Step 4: Decision

Step 5: Evaluation

Source: CONNECT Module 5
Implementation Plan

Sophie’s Assistive Technology Plan

**Learning or Participation Goal:** Sophie will make requests, express thoughts, and share information with others throughout the day.

**What is currently happening?** Sophie has a few words and uses some noises and gestures to make requests. She gives hugs and is affectionate when she is happy and cries when she is upset. She generally does not interact with the other children at Ms. Mary’s house.

**What would you like to see happen?** The team would like Sophie to be able to make choices and requests during daily routines and activities, such as mealtime, playtime, outside time, story time, and bedtime. They would like Sophie to make comments about herself, others, and her environment.

**Ideas for Assistive Technology**

1. **How can we change the environment?**
   - Place picture boards throughout the home and at Ms. Mary’s house.

2. **How can we change the activity?**
   - Encourage siblings at home and peers at Ms. Mary’s to model and use the communication boards with Sophie.

3. **How can we change the materials?**
   - Holly and Ms. Mary will provide pictures of family members, pets, and some of Sophie’s other “favorites” for use on her communication boards.

4. **What equipment can we provide?**
   - Communication boards will be created for individual activities and routines (mealtime, outside time, story time, playtime, bath time, and bedtime). A general “open” board will also be created. The boards will be in a binder for Sophie to carry.

5. **How can we change the schedule?**
   - NA

6. **How can we adapt the instructions?**
   - NA

**Step 1:** Dilemma

**Step 2:** Question

**Step 3:** Evidence

**Step 4:** Decision

**Step 5:** Evaluation

Source: CONNECT Module 5
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.
Tool to Evaluate Assistive Technology

AT Implementation and Evaluation Checklist

Activity/Routine:

What does the child want to do or what does the team want the child to do?

We will use the following checked (✓) adaptations, AT, or instruction so that the child will be successful:

<table>
<thead>
<tr>
<th>Adaptation/AT Strategies</th>
<th>Describe what will occur</th>
<th>What will the child be expected to do?</th>
<th>How will the device be created/obtained and by who?</th>
<th>Date we started using this strategy</th>
<th>Date Ended</th>
<th>How did this work?*</th>
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<tbody>
<tr>
<td>Environmental Changes</td>
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<td>Equipment</td>
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<td>Schedule</td>
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<td>Activity</td>
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<td>Adapted Instructions</td>
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<td>Teaching Strategies</td>
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<td>Demonstration</td>
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<td>Hand-over-Hand assistance</td>
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<td>Time Delay</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

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

Source: CONNECT Module 5
Patsy Pierce
Group Work

How can you infuse CONNECT Module 5 and other AT resources/activities into your courses?
More Resources from CONNECT
CONNECT Website

Click through with us

Go to http://community.fpg.unc.edu/connect-modules
CONNECT Modules
CONNECT: The Center to Mobilize Early Childhood Knowledge

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".

5-STEP LEARNING CYCLE™
Learn more about our innovative approach for making an evidence-based practice decision.

RESOURCES LIBRARY
Browse all available learner resources or search for specific resources.

INSTRUCTOR SUPPORTS
View additional supports for instructors.

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...

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

CONNECT Modules Workshop
Discussion Board
The CONNECT team enjoyed meeting...
5-Step Learning Cycle™

Each CONNECT Module focuses on a discrete practice in a key content area (e.g., inclusion, family-professional partnerships, transition) and is organized around the 5-Step Learning Cycle™. The 5-Step Learning Cycle™ is an innovative approach for making evidence-based practice decisions. It is based on realistic problems to solve and the importance of integrating multiple perspectives and sources of evidence.

To learn more about the cycle, click on the step to read the descriptions below or watch the video clip: CONNECT Modules: 5-Step Learning Cycle™.

- **Step 1:** Dilemma
  
  In Step 1, the learner considers a realistic dilemma to be solved. The dilemma is presented from the perspectives of family members and/or the practitioners.

**VIDEO CLIP: CONNECT Modules 5-Step Learning Cycle™**

(1:40 minutes)
CONNECT Modules
CONNECT: The Center to Mobilize Early Childhood Knowledge

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NEW TO CONNECT MODULES?
- Video Quick Tours of the Site
- Tips for Instructors
- Site Help / Frequently Asked Questions
- Learn about the CONNECT project

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Meil Takach, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class. Read more...
Instructor Supports

Getting Started?
New to CONNECT Modules? View a short 4-minute video to learn about CONNECT's evidence-based practice approach to professional development.

View Video

Tour This Site
Video tutorials, which are quick guided tours of the CONNECT Modules site, will introduce you to the site, how to use it, and where to look for information.

View Quick Tours

Join the Conversation
Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using the modules.

Join Discussions

Module Resources for Instructors
- Textbooks that align with CONNECT Modules
- Courses in which faculty have embedded CONNECT Modules
- Overview of CONNECT Module Development, Design, Evaluation and Implementation
- Personnel Preparation Standards & CONNECT Modules
- Brief descriptions of the CONNECT Modules

Need Help?
Contact us directly at connect@unc.edu or post your questions to Getting Started Q&A Discussion
Getting Started?

New to CONNECT Modules? View a short video of an overview of CONNECT Modules' evidence-based practice approach to professional development.

More Getting Started Resources

- Getting Started: The CONNECT Modules Website Guide
- FPG Snapshot: Evidence Based Practice
  Is this your first time using an evidence-based practice approach in your professional development? Download this PDF document for a quick overview of EBP.
- Overview of CONNECT Module Development, Design, Evaluation and Implementation
  A document for professional development curricula designers wanting to know more on how the CONNECT Modules were developed.
- Examples of instructional Methods
Instructor Supports

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Tips and Techniques >
Frequently Asked Questions >
Tell Us What You Think
Take a brief survey to let us know about your experience using the CONNECT Modules website.
Take the Survey

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

UNC FPG CHILD DEVELOPMENT INSTITUTE
Modules are Connected to Standards

Personnel Preparation Standards

The content and resources of Module 5: Assistive Technology align with the standards of national professional organizations for associate and baccalaureate personnel preparation programs.

**DEC/DEC Initial Standards**

Knowledge and Skill Base for Early Childhood Special Education/Early Intervention (Birth to age 8)

**NAEYC Standards** for Initial and Advanced Early Childhood Preparation Programs

DEC = Division for Early Childhood

NAEYC = National Association for the Education of Young Children

**Learning Objectives for Module 5: Assistive Technology**

After completing the module and accompanying activities, learners will be able to:

1. Describe assistive technology interventions to promote children’s access to and participation in inclusive settings.
2. Use a decision-making process to help integrate various sources of evidence and determine whether assessment technology interventions are appropriate for use within a specific context.

**Step 1: Dilemma**

**Step 2: Question**

**Step 3: Evidence**

**Step 4: Decision**

**Step 5: Evaluation**
CONNECT Module Discussions

Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using CONNECT Modules.

Featured Discussion

Beyond the Inner Circle: Busting Barriers to Implementation of the CONNECT Modules
By Mariou Hyson

CONNECT Modules provide a rich resource to faculty and PD providers, so why doesn’t everyone use them? Are there new ways to “slice and dice” the CONNECT Module pie? Join Mariou Hyson for a discussion about barriers to module use and ways to bust through those barriers.

Read More and Comment

Discussions by CONNECT Module

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<th>Module 1</th>
<th>Module 2</th>
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<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 NAEC Professional Preparation Standards</td>
</tr>
<tr>
<td>by Sandy Ornber and Linda Robinson (1 comments)</td>
<td>by Christine Myers (10+ comments)</td>
<td>by Hidice Dugan (20+ comments)</td>
<td>by Nancy Graham (30+ comments)</td>
</tr>
<tr>
<td>Setting: In-Service</td>
<td>Setting: 4-year IHE Primary discipline: Occupational Therapy</td>
<td>Setting: Graduate Primary discipline: Early childhood Course: Families and Teams (interdisciplinary) Format: Face-to-Face</td>
<td>Setting: 2-year IHE Primary discipline: Early childhood Course: Young Children with Special Needs Format: Face-to-Face</td>
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<tr>
<td>Embedding Module 1 into a College Course</td>
<td>CONNECT Module on Transition Supports National EC Priorities</td>
<td>Using CONNECT Modules to teach graduate students how they can use evidence-based practices</td>
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<tr>
<td>by Joanna Barragh (10 comments)</td>
<td>by Rena Halman (20+ comments)</td>
<td>by Susan Fowler (10+ comments)</td>
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<tr>
<td>Setting: 2-year IHE Primary discipline: Early childhood Courses: Introduction to ECE, Introduction to Special Education Format: Online and Face-to-Face</td>
<td>Setting: 4-year IHE Primary discipline: Early childhood Subject: Early childhood policies</td>
<td>Setting: Graduate Primary discipline: Special Education Format: Hybrid (Face-to-Face and Online)</td>
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</table>
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".

---

**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...]

CONNECT Modules Workshop Discussion Board
The CONNECT team enjoyed meeting

---

**News and Announcements**

CONNECT Module 6: Dialogic Reading Practices
Ned Talicha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class. [Read More...]
For Instructors

Dashboards are instructor homepages for each module. They contain links to all learner materials as well as instructor materials, including activity guides, personnel preparation standards, OSEP indicators and outcomes, and downloadable versions of videos and audio clips.

Module 1: Embedded Interventions

Module 1 focuses on the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Module 2: Transition

Module 2 focuses on practices to help support children and families as they transition among programs in the early care and education system.

Module 3: Communication for Collaboration

Module 3 focuses on communication practices that can be used to promote collaboration with professionals and families in early care and education, and intervention settings.

Module 4: Family-Professional Partnerships

Module 4 focuses on practices related to building trusting family-professional partnerships when working with families of young children.
Module 4: Family-Professional Partnerships

Learning Objectives

- Describe effective practices for developing trusting family-professional partnerships in early care and education programs.
- Use a decision-making process to select partnership-oriented practices linked to (a) developing an initial friendly relationship, (b) making shared decisions, and (c) developing a trusting partnership with families to address challenging issues.

In this module, learners watch videos portraying the real world dilemma of how a father and teacher work together to develop a trusting partnership. Learners are asked to describe the dilemma in an activity following the videos.
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Activities & Guides

- Step 1: Dilemma
- Step 2: Question
- Step 3: Evidence
- Step 4: Decision
Activities & Guides

Step 1: Dilemma

Step 2: Question

Step 3: Evidence

Step 4: Decision

Activity 4.11a: Consider the unique contexts  Word document
  - Activity Guide 4.11a: Consider the unique contexts [Level-Intermediate]

Activity 4.12a: Use evidence-based practice decision-making  Word document

Activity 4.13a: Create an implementation plan to develop a trusting partnership with Aaron  Word document
  - Activity Guide 4.13a: Create an implementation plan to develop a trusting partnership with Aaron [Level-Intermediate]
Resource Library

The Resource Library allows you to browse through all of the learner module resources consisting of documents and media files. You can search by keywords (age, content area, etc.) for specific resources using the Keyword Search. Use the Guided Search to search for resources by module, step within the module, or tags. Both searches return results that allow for advanced search options found in the right column of the Resource Library page.

Keyword search

Guided search

Click a term to initiate a search.

Resource Type

Activity (77)
Video (62)
Handout (66)
Audio (38)

Module

Module 1: Embedded Interventions (55)
Module 2: Transition (40)
Module 3: Communication for Collaboration (23)
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Module Step

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Tags

family (60)
embedded interventions (54)
collaboration (53)
communication (53)
age 3-8 (45)
center-based (39)
transition (30)
planning and facilitation tools (24)
partner-oriented practices (23)
peer support (17)
home-based (15)
research (15)
age 0-3 (14)
policy (12)
Email: connect@unc.edu
Selected Resources from CONNECT Module 1: Embedded Interventions
Foundations of Inclusion Birth–Five

Source: CONNECT Module 1
Examples of Embedded Interventions (Handouts 1.1 and 1.2)

Handout 1.1
Examples of Environmental Modifications

Handout 1.2
Examples of Peer Support

Source: CONNECT Module 1
Video Demonstration of Embedded Interventions (Video 1.12: Rolling with Friends)

Source: CONNECT Module 1
Teacher’s Rights When Working with Children with Disabilities

Audio 1.1: Interview with Rud Turnbull

A teacher of young children with disabilities asks Rud Turnbull, one of the nation's leading disability policy experts, about her rights related to supplementary aids and services (embedded interventions) (running time: 2 min. 05 sec.).
Selected Resources from CONNECT Module 2: Transition
Video Demonstration of Transition Practice
(Video 2.3: Highlights of a Home Visit)

Source: CONNECT Module 2
Home Visit Planning Form (Handout 2.3)

**Home Visit Planning Form**

- **Child's Name**: 
- **Parent or Guardian**: 
- **Address**: 
- **Phone #**: 
- **Date of visit**: 
- **Teacher/Provider**: 

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

**Conversation Guide**

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<th>Area</th>
<th>Planning Notes</th>
<th>Meeting Notes</th>
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</thead>
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<tr>
<td>1. Building rapport with the child and family</td>
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<tr>
<td>2. Family transition concerns and goals</td>
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<tr>
<td>3. Describe your program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Plan for next steps</td>
<td></td>
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</tr>
</tbody>
</table>

Source: CONNECT Module 2
Selected Resources from CONNECT Module 3: Communication for Collaboration
Observation tools (Handouts 3.1 & 3.2)

Communication Strategies

To Build Collaboration

<table>
<thead>
<tr>
<th>Attending and Active Listening</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body language</td>
<td>Physical posture is relaxed to show openness, interest, and empathy.</td>
</tr>
<tr>
<td>Reflecting content and feelings</td>
<td>Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.</td>
</tr>
</tbody>
</table>

Some Examples:
- Leaning slightly toward the speaker while sitting, hands relaxed in lap.
- Repeating preferences for personal space and eye contact.
- Nodding your head in agreement.

"I understand that you've been feeling Kathy about some issues you have might work better at lunch time, hasn't that settled yet?" (reflect)

- Jose's mother told you the new medicine they have some side effects.
- "Now that we've had a chance to talk, I understand that some of the ideas we talked about are stressful and can cause feelings of anxiety."

- "Please feel free to ask any questions you may have."
- "You have all had input into this issue, incorporating everyone's ideas for the better."

Source: CONNECT Module 3
Selected Resources from CONNECT Module 4: Family-Professional Partnerships
Dilemma Videos (Videos 4.1 and 4.2)

Teacher’s viewpoint (China)

Family’s viewpoint (Aaron)

Source: CONNECT Module 4
Evaluation Tools (Handouts 4.7 & 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 blanks.

1. Help ________ get the 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.

6. Are available when ________ needs you.

7. Treat ________’s child with dignity.

8. Build on ________’s child’s strengths.

Source: CONNECT Module 4
Selected Resources from CONNECT Module 6: Dialogic Reading
Video Demonstration of Dialogic Reading
(Video 6.8: Reading the Book – Carrot Soup)

Source: CONNECT Module 6
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
Selected Resources from
CONNECT Module 7: Tiered Instruction
Video Demonstration of a Targeted Support (Video 7.14: Using an incentive system with Sammy)

Source: CONNECT Module 7
Group Work by Site:
Action Planning, Integrating Evidence, and Creating an Implementation Plan
Next steps and Evaluation
Source: http://www.flickr.com/photos/wwworks/4759535970/