SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Professional Development Day
August 31, 2012
9:00 am – 3:00 pm

UNC FPG CHILD DEVELOPMENT INSTITUTE

IDEAs that Work

Welcome and
Introduction

Context: Faculty are Expected to Incorporate EBP into PD

Context: Increased Focus on High Needs Children

12% of the children being served in Head Start and Migrant Head Start Programs have an IEP.

- Office of Head Start Program Information Report (2011)

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

CONNECT Modules

The Center to Mobilize Early Childhood Knowledge

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

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

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Evidence-Based Practice is……

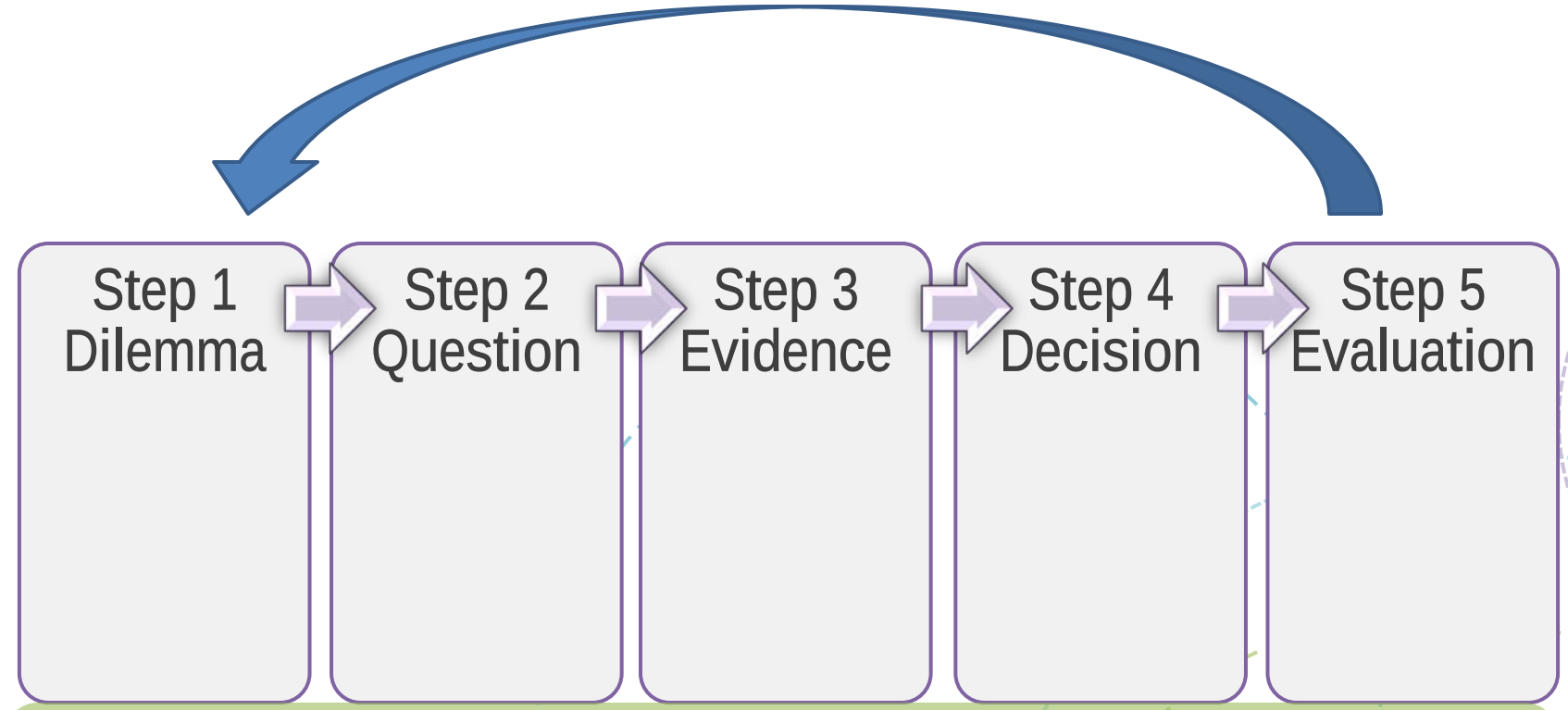
identifying specific research-based practices that have been validated through a rigorous review process

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

Innovation: An Approach for Incorporating EBP into PD



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

Defining Inclusion

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

April 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)

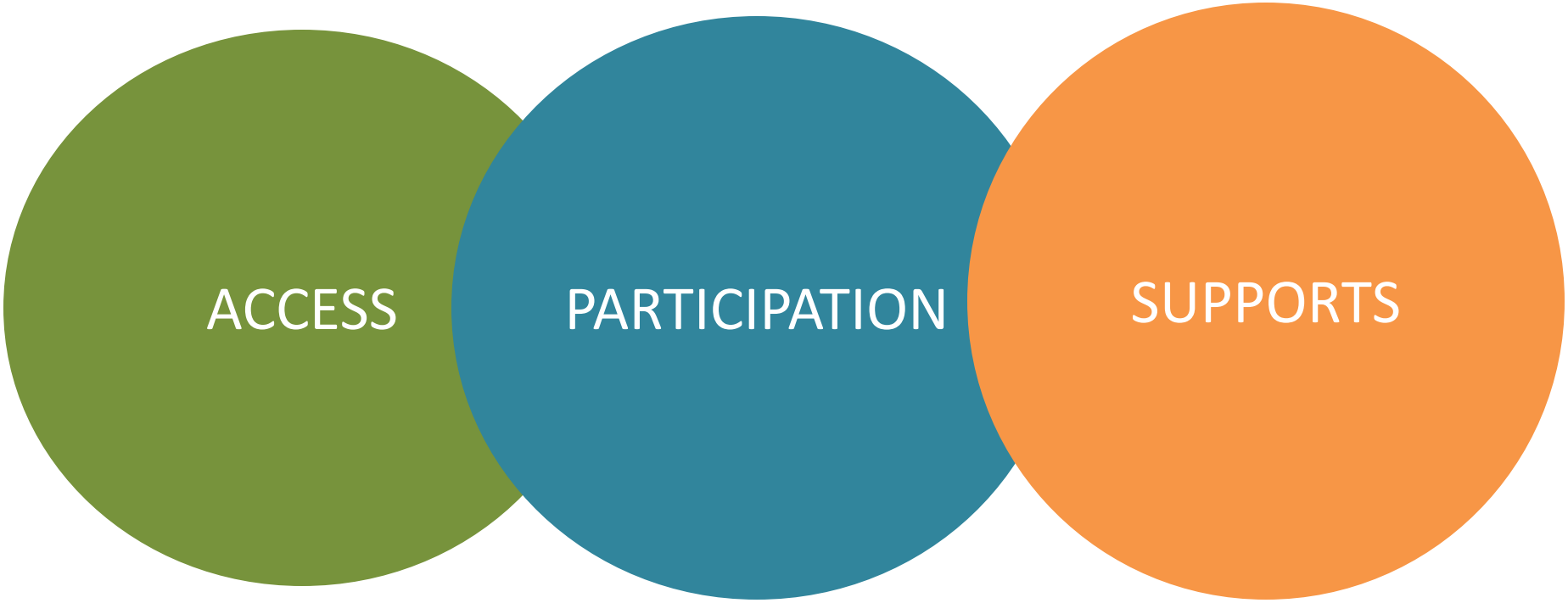
Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities[1] and their families 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.[2] 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.[3] 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.

Division for Early Childhood of the Council for Exceptional Children
27 Fort Missoula Road | Missoula, MT 59804
Phone 406.543.0872 | Fax 406.543.0887
Email dec@dec-sped.org | Web www.dec-sped.org

naeyc
National Association for the Education of Young Children
1509 16th Street NW | Washington, DC 20036-1426
Phone 202.232.8777 Toll-Free 800.424.2460 | Fax 202.328.1846
Email naeyc@naeyc.org | Web www.naeyc.org

… three defining features of inclusion



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

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*	• Campbell, P. H., Milbourne, S., Dugan, L. M., & Wilcox, M. J. (2006). A review of evidence on practices for teaching young children to use assistive technology devices. Topics in Early Childhood Special Education, 26(1), 3-13. • Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2010). Effects of different types of adaptations on the behavior of young children with disabilities. Tots n Tech Research Institute. Research Brief 4(1). **http://tnt.asu.edu/files/Adaptaqtions_Brief_final.pdf** • Tots-n-Tech Research Institute **http://tnt.asu.edu/**
Read About It *Books, chapters, and articles*	• Mulligan,S. (2003). Assistive technology: Supporting the participation of children with disabilities. *Beyond the Journal: Young Children on the Web.* **http://journal.naeyc.org/btj/200311/assistivetechnology.pdf** • Sadao, K. C., & Robinson, N. B. (2010). *Assistive technology for young children: Creating inclusive learning environments.* Baltimore, MD: Paul Brookes.
See for Yourself *Videos and demonstrations*	• CONNECT Module 5: Assistive Technology **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** • Tots-n-Tech Research Institute **http://tnt.asu.edu/** • Use of Assistive Technology in Early Intervention (webinar) **http://www.aucd.org/template/event.cfm?event_id=2825&id=740&parent=740**
Find it Online *Websites with additional resources*	• AT for infants/toddlers **http://www.scoe.net/seeds/resources/at/atInfants.html** • AT for preschool **http://www.scoe.net/seeds/resources/at/atPreschool.html** • AT training programs that support early intervention providers **http://tnt.asu.edu/files/May2012.pdf** • Assistive technology for infants, toddlers, and young children **http://www.nectac.org/topics/atech/atech.asp** • CONNECT Module 5: Assistive Technology **http://community.fpg.unc.edu/connect-modules/learners/module-5** • Early Childhood and Assistive Technology (PowerPoint presentation) **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** • Tots-n-Tech Research Institute **http://tnt.asu.edu/**

Available Soon at http://npdci.fpg.unc.edu

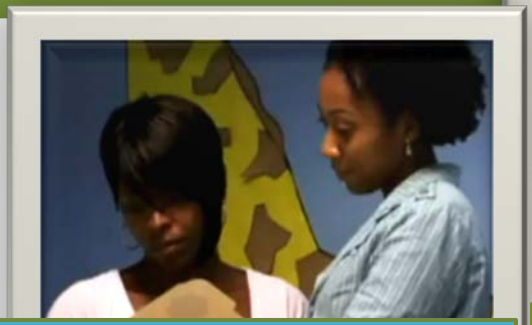
Connecting Policies, Research & Practice

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

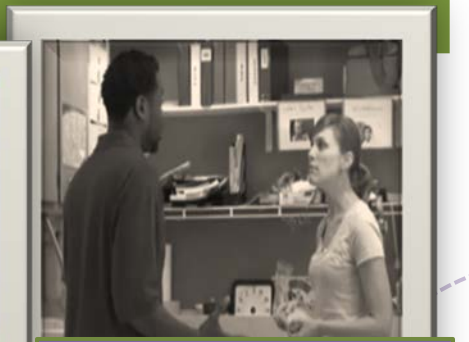
Available Modules

Module 1: Embedded Interventions

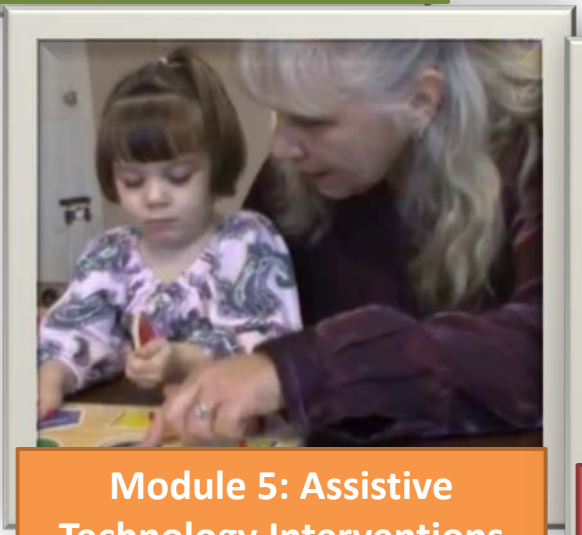
Module 2: Transition



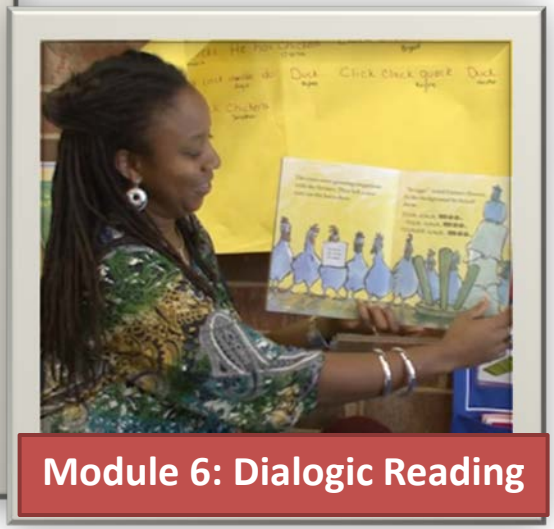
Module 3: Communication for Collaboration



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

Source: CONNECT Module 5: Assistive Technology Interventions

Step 2: Question

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

Evidence

Definition/
Demonstration of Practice

Teaching Component

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

Research Evidence on Assistive Technology

Handout 5.1

Research Summary on Assistive Technology Interventions

A research synthesis reviewed 104 articles published from 1980 through 2004 on the use of assistive technology (AT) with infants and young children (Campbell, Milbourne, Dugan, & Wilcox, 2006). Of the 104 articles, 77 were descriptive studies or discussion-oriented articles about recommended AT practices and 23 reported the results of studies that focused on teaching children how to use AT. All of the studies focused on whether children could learn how to use AT rather than the effects of AT on children's learning and development.

How were AT practices defined and implemented?

Most of the 23 studies focused on teaching children switch activation use (e.g., to activate computerized toys). A number of studies examined strategies to teach young children to use power mobility devices (e.g., motorized wheelchairs) and computers. Only one of the 23 studies reported on the effectiveness of teaching young children to use augmentative communication devices. Information about who facilitated children's use of AT was not provided in the review. Therefore, it is unclear whether teachers, family members, or researchers implemented the AT practices with children who participated in this research.

What were the characteristics of the participants and settings?

Across all studies, the sample size ranged from 1-120 children. The infants and young children ranged in ages from 2.5 to 60 months and were reported as having cerebral palsy, severe multiple disabilities, physical disabilities, global developmental delays, mild mental retardation, speech and language delays, and Down syndrome. The review did not describe the characteristics of the settings in which children used AT.

What were the key findings related to children's use of AT?

As a whole, the studies provided relatively strong evidence that children as young as 12 months with various types of disabilities and developmental delays could be taught to operate switches to activate toys and other devices. The results of studies examining children's use of augmentative communication, power mobility devices and computers were inconclusive due to insufficient research or problems with the research design. Across all studies and AT devices, the review found that the primary teaching strategy was providing opportunities for children to access the device and to practice using it, either alone or with minimal adult involvement.

Bottom line

Research on AT has shown that even very young children with physical disabilities and developmental delays can learn how to use AT devices successfully. However, further research is needed to evaluate the intervention effectiveness of AT not just on performing isolated skills but for promoting children's successful participation and lea context of everyday activities.

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Page 1

Source: CONNECT Module 5

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

Policies Related to Assistive Technology

Handout 5.4

Policy Advisory
The Law Concerning Assistive Technology Interventions

How does the law define assistive technology for young children with disabilities? How do children, their families, and professionals such as you access the technology?

Bottom Line

The best methods for making assistive technology available to young children and their families and educators derive from the law itself. Below are your roles and responsibilities to better understanding the law as it relates to assistive technology (AT).

(1) Know how Congress defines assistive technology devices and services.
(2) Learn which types of devices and services are represented under assistive technology.
(3) Understand the immediate and long-term purposes of AT and how it can increase a child's functioning and learning.
(4) Know that IDEA and Sec. 504 provide that assistive technology devices and services are reasonable accommodations (Sec. 504) or related services (IDEA).
(5) Identify the name and functions of the state assistive technology agency.
(6) Identify which professions and disciplines are most expert in assistive technology for each child you serve and who the local experts are.

Definitions

Depending on who you ask and what context you are in, there are different definitions used for assistive technology.

A Practical and Basic Definition

The definition used in the module is practical and basic, the sort of definition educators and other professionals are well justified in using:

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

A Legal Definition

Second is the legal definition, the sort of definition that Congress Act of 1988, as amended and commonly with Disabilities

ated Assistance eq.), the Individuals

Page 1

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

→ Evidence

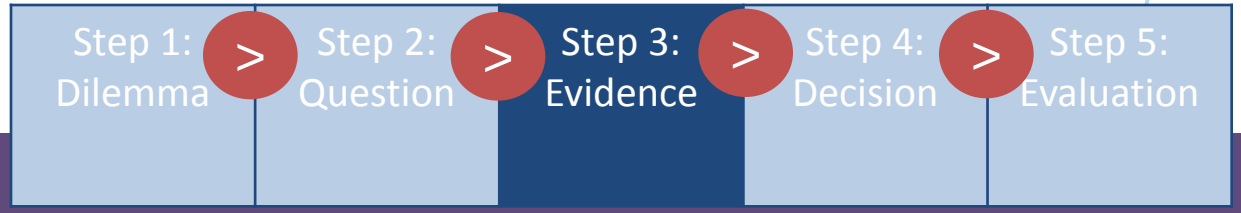
Definition/
Demonstration of Practice

→ Teaching Component

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

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.



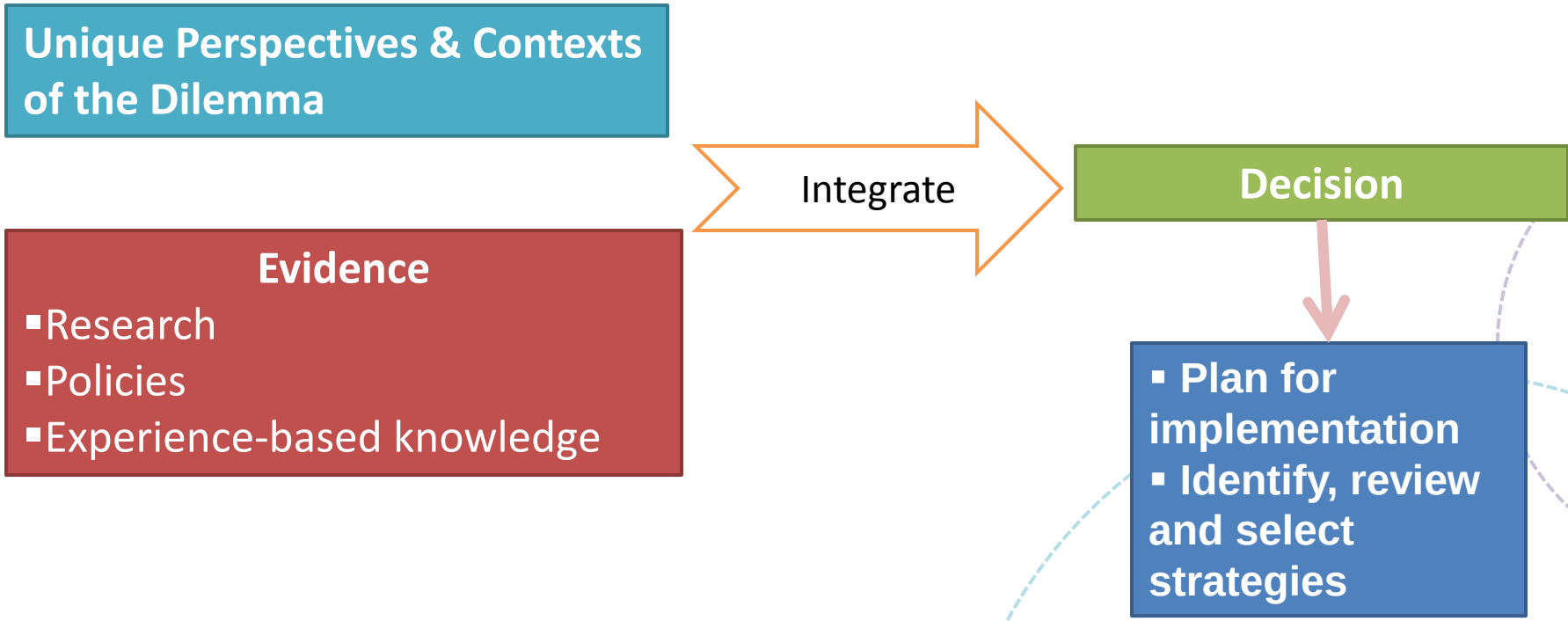
Demonstration of Assistive Technology Interventions

Source: CONNECT Module 5, Video 5.5

Demonstration of Assistive Technology Interventions

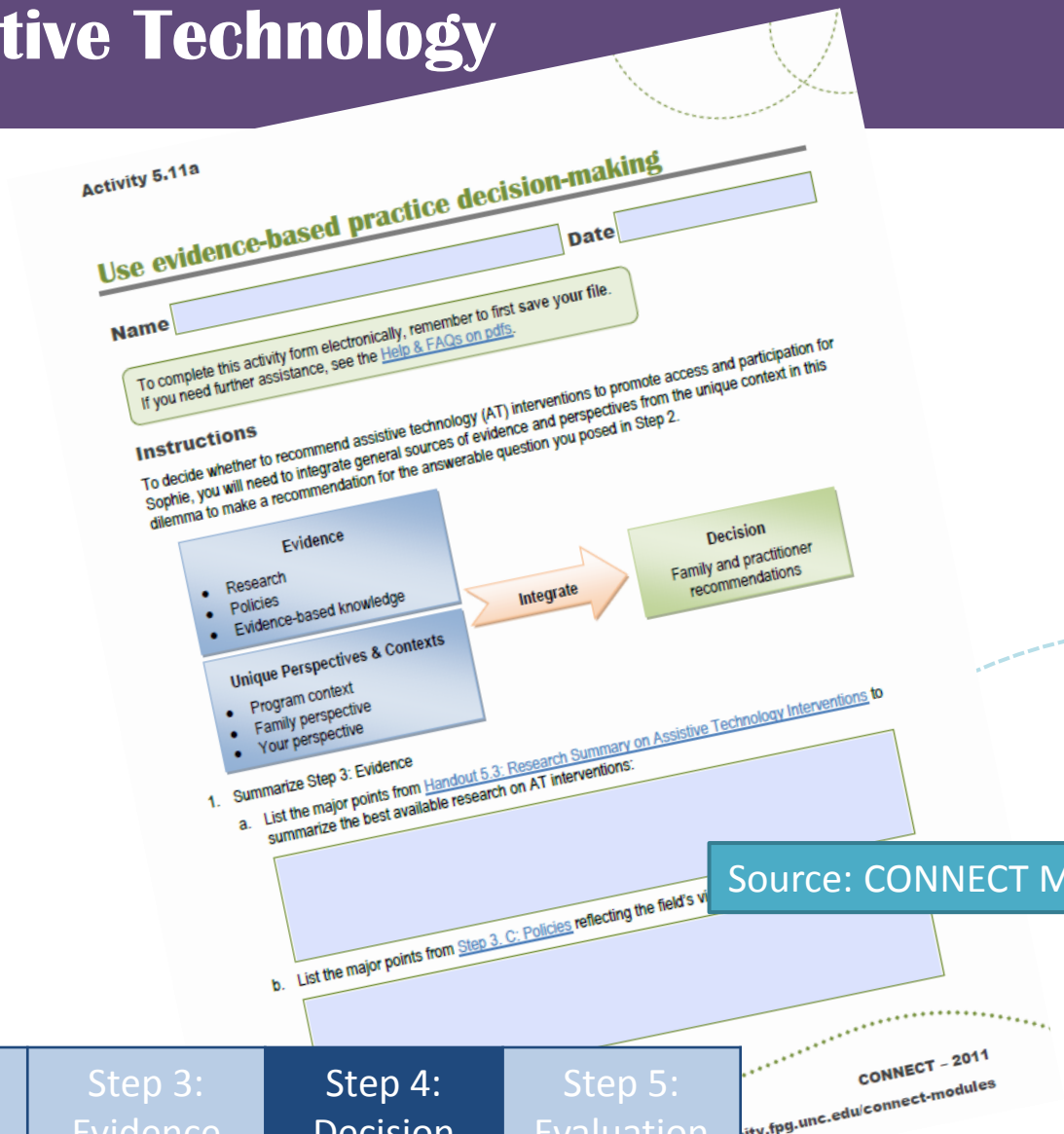
Source: CONNECT Module 5, Video 5. 7

Step 4: Decision and Implementation Plan



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



Activity 5.11a

Use evidence-based practice decision-making

Name _____ Date _____

To complete this activity form electronically, remember to first save your file.
If you need further assistance, see the Help & FAQs on pdfs.

Instructions

To decide whether to recommend assistive technology (AT) interventions to promote access and participation for Sophie, you will need to integrate general sources of evidence and perspectives from the unique context in this dilemma to make a recommendation for the answerable question you posed in Step 2.

Evidence
- Research
- Policies
- Evidence-based knowledge

Unique Perspectives & Contexts
- Program context
- Family perspective
- Your perspective

Integrate

Decision
Family and practitioner recommendations

1. Summarize Step 3: Evidence
   a. List the major points from Handout 5.3: Research Summary on Assistive Technology Interventions to summarize the best available research on AT interventions:
   b. List the major points from Step 3. C: Policies reflecting the field's vi

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ity.fpg.unc.edu/connect-modules

Source: CONNECT Module 5

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

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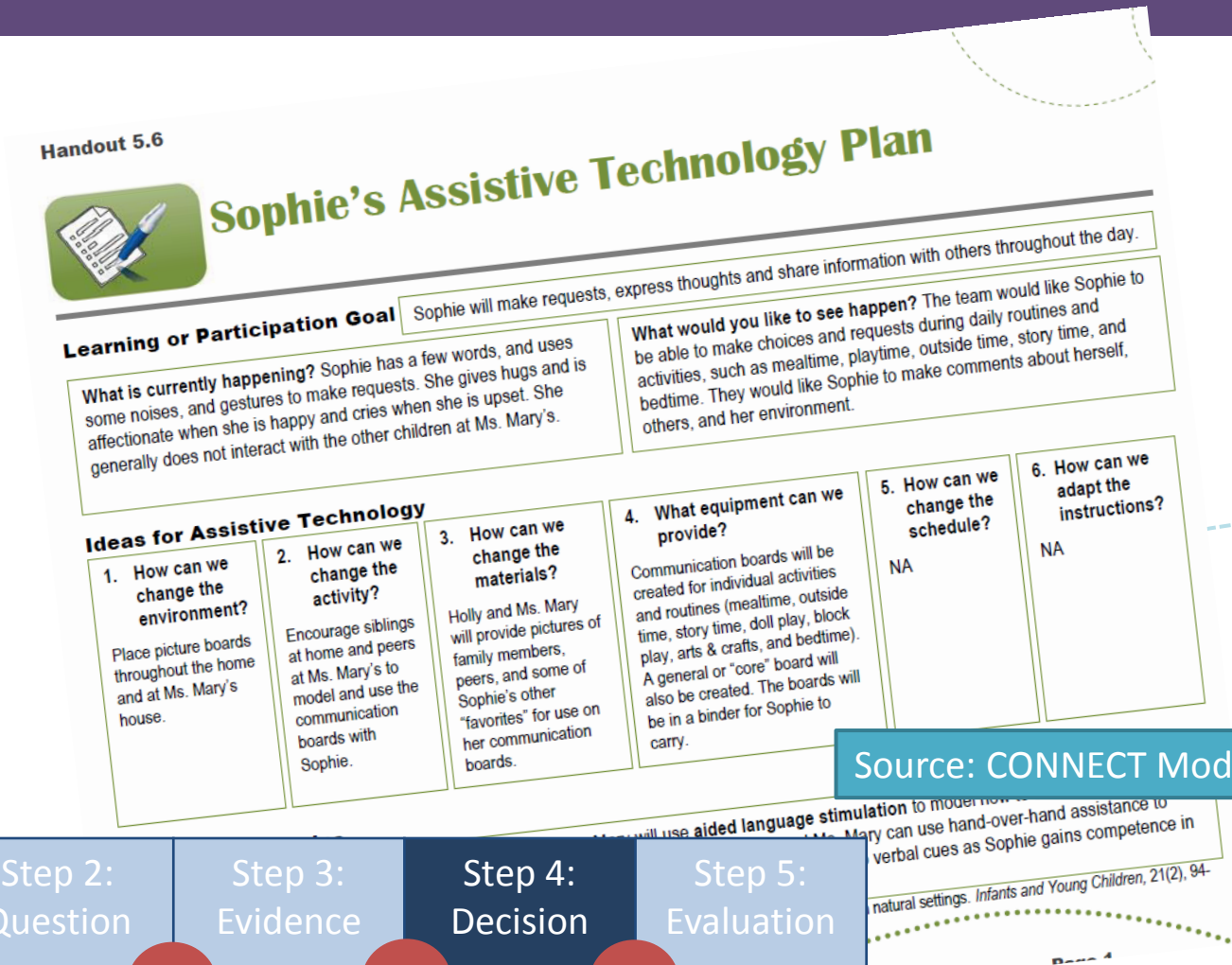
Implementation Plan



Handout 5.6

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.

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?	2. How can we change the activity?	3. How can we change the materials?	4. What equipment can we provide?	5. How can we change the schedule?	6. How can we adapt the instructions?
Place picture boards throughout the home and at Ms. Mary's house.	Encourage siblings at home and peers at Ms. Mary's to model and use the communication boards with Sophie.	Holly and Ms. Mary will provide pictures of family members, peers, and some of Sophie's other "favorites" for use on her communication boards.	Communication boards will be created for individual activities and routines (mealtime, outside time, story time, doll play, block play, arts & crafts, and bedtime). A general or "core" board will also be created. The boards will be in a binder for Sophie to carry.	NA	NA

...will use **aided language stimulation** to model how ... Mary can use hand-over-hand assistance to ... verbal cues as Sophie gains competence in ...

...natural settings. *Infants and Young Children*, 21(2), 94-...

Page 1

Source: CONNECT Module 5

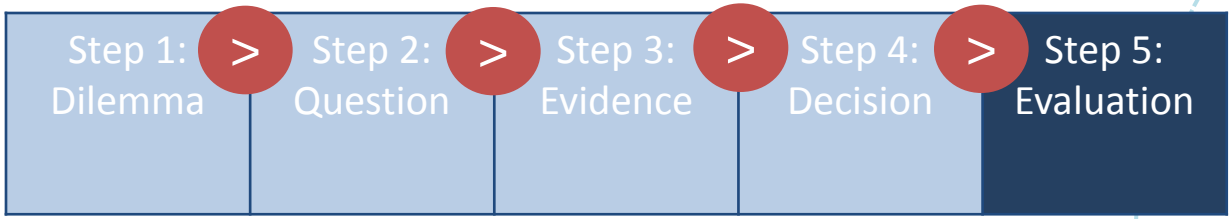
Step 1: Dilemma > Step 2: Question > Step 3: Evidence > Step 4: Decision > Step 5: Evaluation

Step 5: Evaluation

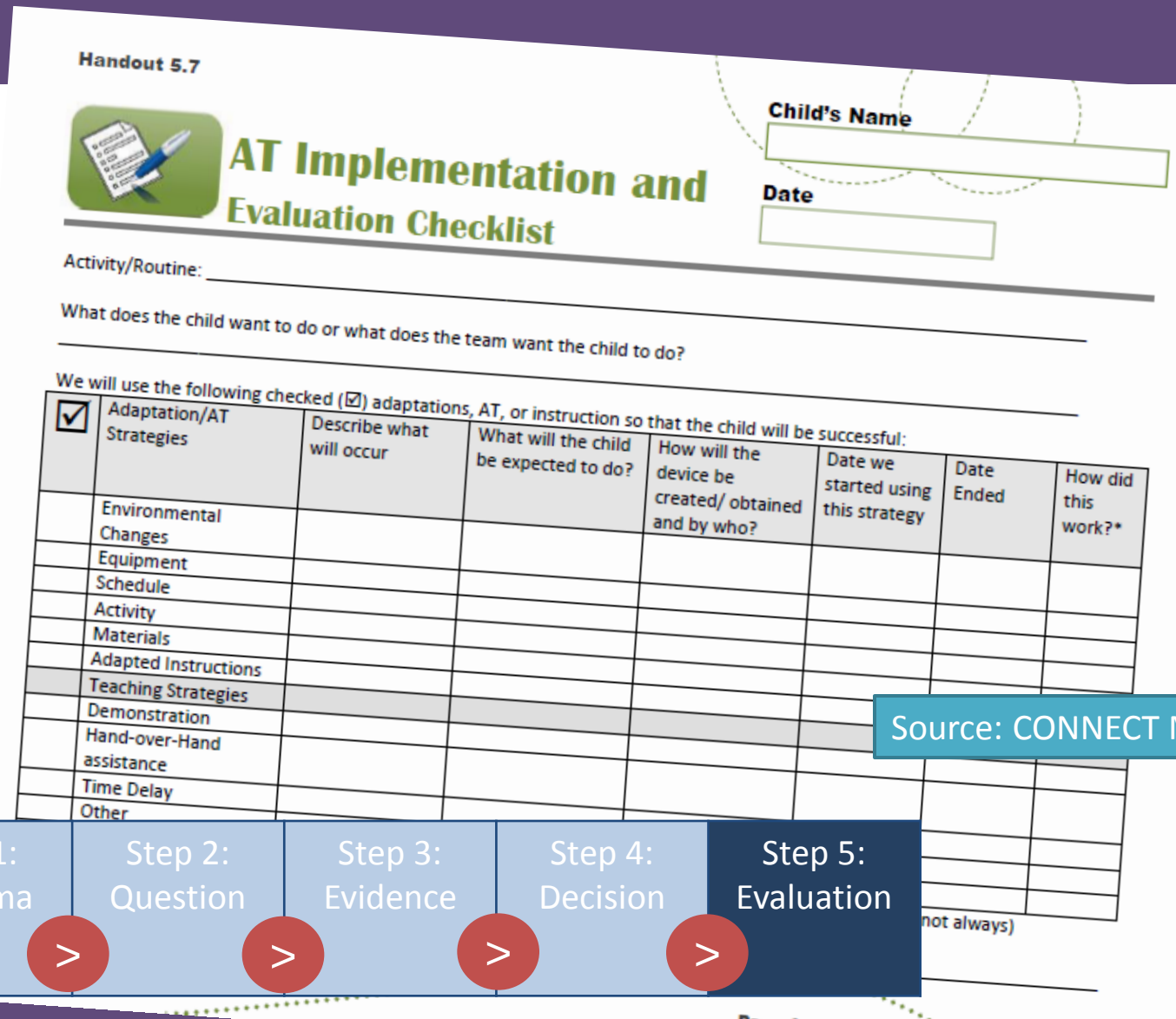
Determine if the intervention was implemented?

Determine if the intervention was effective?

Summarize and use assessment results to determine if the goal(s) are met.



Tool to Evaluate Assistive Technology



Handout 5.7

AT Implementation and Evaluation Checklist

Child's Name

Date

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:

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

not always)

Page 1

Source: CONNECT Module 5

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

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

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

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

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CONNECT: The Center to Mobilize Early Childhood Knowledge

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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

Meet Tenisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class.

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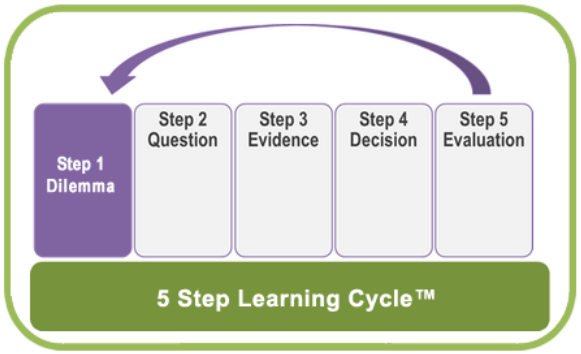
5-Step Learning Cycle™

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)

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Join the Conversation
Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using the modules.
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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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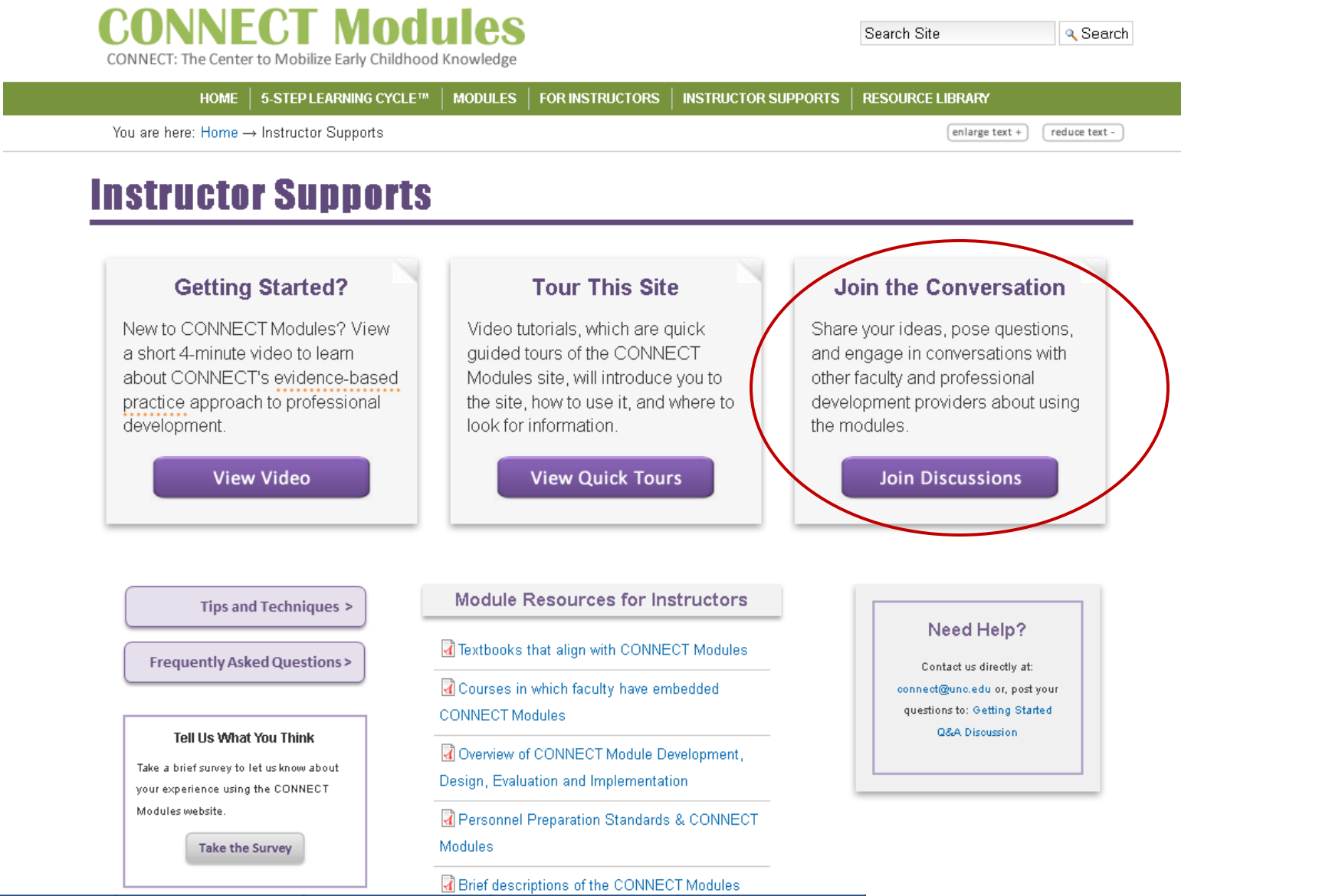
Textbooks that align with CONNECT Modules
Courses in which faculty have embedded CONNECT Modules
Overview of CONNECT Module Development, Design, Evaluation and Implementation
Personnel Preparation Standards & CONNECT Modules
Brief descriptions of the CONNECT Modules
Need Help?
Contact us directly at: 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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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
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Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
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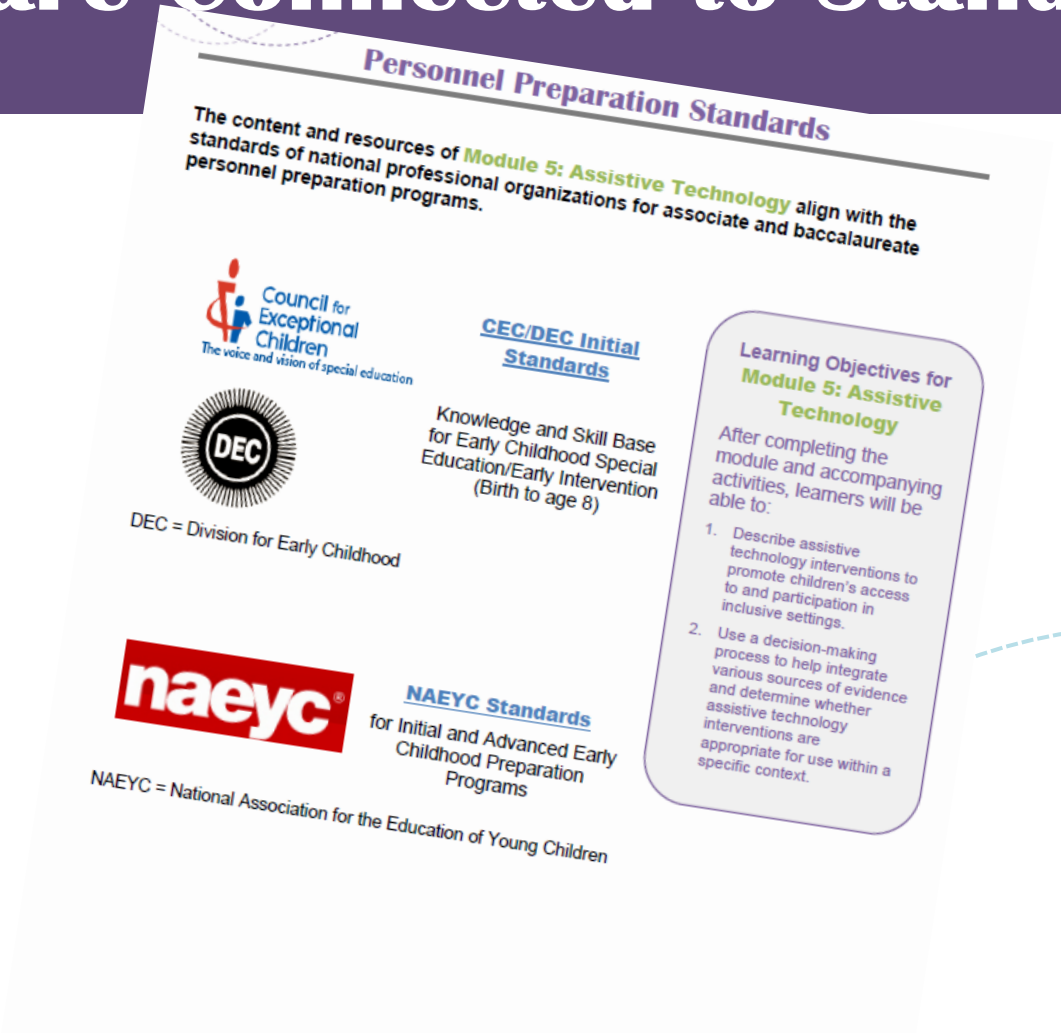
Modules are Connected to Standards



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.

Council for Exceptional Children
The voice and vision of special education

CEC/DEC Initial Standards

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

DEC

DEC = Division for Early Childhood

naeyc

NAEYC Standards

for Initial and Advanced Early Childhood Preparation Programs

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 assistive technology interventions are appropriate for use within a specific context.

CONNECT – 2011

Page 1

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

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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 Marilou 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 Marilou Hyson for a discussion about barriers to module use and ways to bust through those barriers.

Read More and Comment

Discussions by CONNECT Module

Module 1 Embedded Interventions

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-Face

Embedding Module 1 into a College Course
by Johnna Darragh
(10+comments)

Setting: 2-year IHE
Primary discipline: Early childhood
Courses: Introduction to ECE, Introduction to Special Education
Format: Online and Face-to-Face

Module 2 Transition

Transition and Therapy Services
by Christine Myers
(10+ comments)

Setting: 4-year IHE
Primary discipline: Occupational Therapy

CONNECT Module on Transition Supports National EC Priorities
by Rena Hallam
(20+ comments)

Setting: 4-year IHE
Primary discipline: Early childhood
Subject: Early childhood policies

Module 3 Communication for Collaboration

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 CONNECT Modules to teach graduate students how they can use evidence based practices
by Susan Fowler
(10+ comments)

Setting: Graduate
Primary discipline: Special Education
Format: Hybrid (Face-to-Face and Online)

Module 4 Family-Professional Partnerships

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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CONNECT Module 5: Assistive Technology Interventions in an Online Course

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The CONNECT team enjoyed meeting

News and Announcements

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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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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.

Go to Dashboard >

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.

Go to Dashboard >

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.

Go to Dashboard >

Module 4: Family-Professional Partnerships

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

Go to Dashboard >

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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.

View Module

Instructor Dashboard

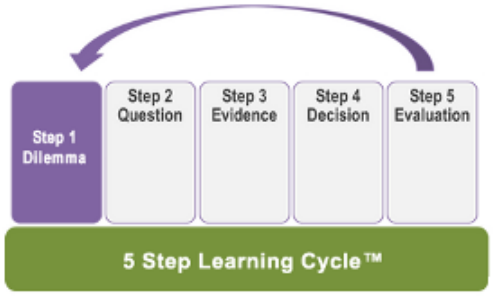
View Module

Module Table of Contents

Personnel Preparation Standards

OSEP Indicators and Outcomes

Click on a step from the 5-Step Learning Cycle to view the description.



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.

Activities & Guides

Instructor Dashboard

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Module Table of Contents

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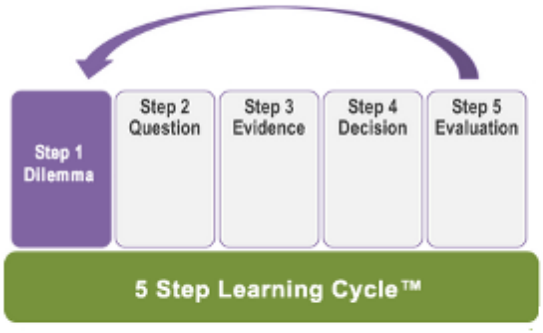

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Activities & Guides

- **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 Guide 4.12a: Use evidence-based practice decision-making [Level-Intermediate]

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]

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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

With all of the words

Search

Guided search

Click a term to initiate a search.

Resource Type

Activity (77)
Video (62)
Handout (55)
Audio (38)

Module

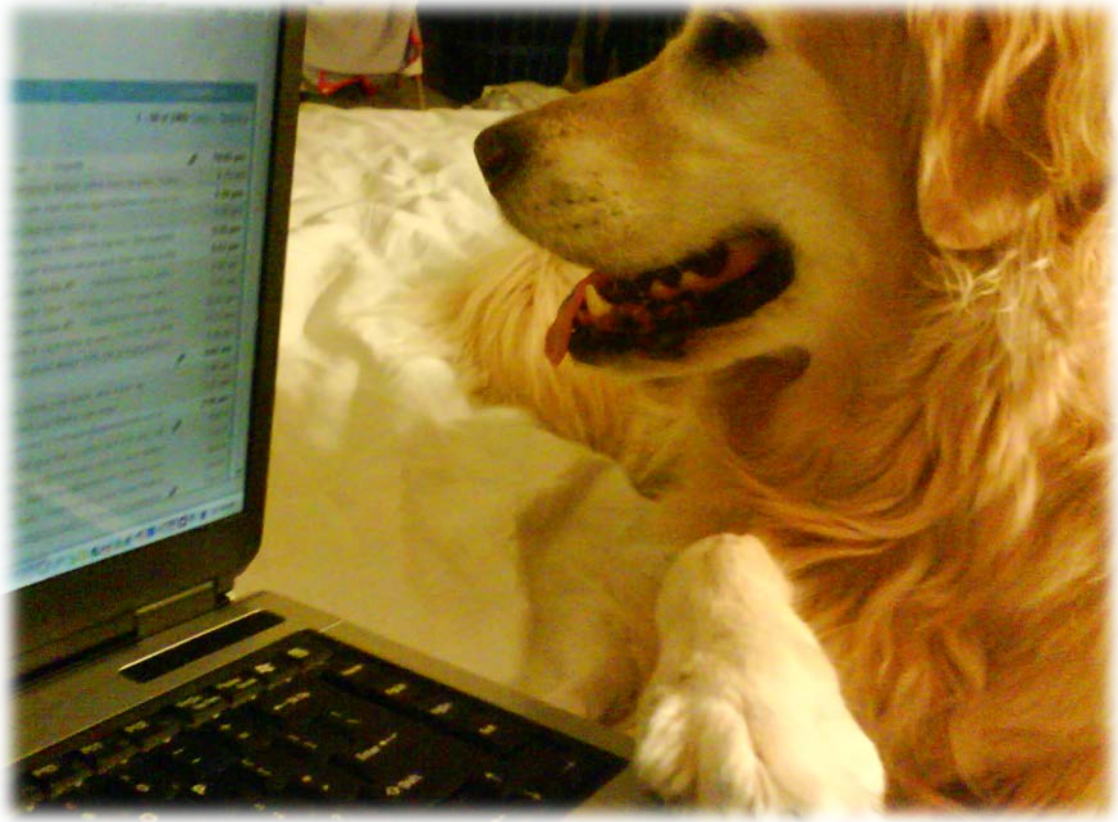
Module 1: Embedded Interventions (55)
Module 2: Transition (40)
Module 3: Communication for Collaboration (29)
Module 4: Family-Professional Partnerships (36)
Module 5: Assistive Technology Interventions (38)
Module 6: Dialogic Reading Practices (34)

Module Step

Step 1: Dilemma (17)
Step 2: Question (7)
Step 3: Evidence (144)
Step 4: Decision (47)
Step 5: Evaluation (11)

Tags

family (60)
embedded interventions (54)
collaboration (53)
communication (53)
age 3-8 (46)
center-based (39)
transition (38)
planning and facilitation tools (24)
partnership-oriented practices (23)
peer support (17)
home-based (15)
research (15)
age 0-3 (14)
policy (12)



Tech Help

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)

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

tags: Module 1: Embedded Interventions Step 3: Evidence embedded interventions policy Audio

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).

Source: CONNECT Module 1

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)

Handout 2.3

Home Visit Planning Form

Child's Name

Parent or Guardian **Phone #**

Address

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

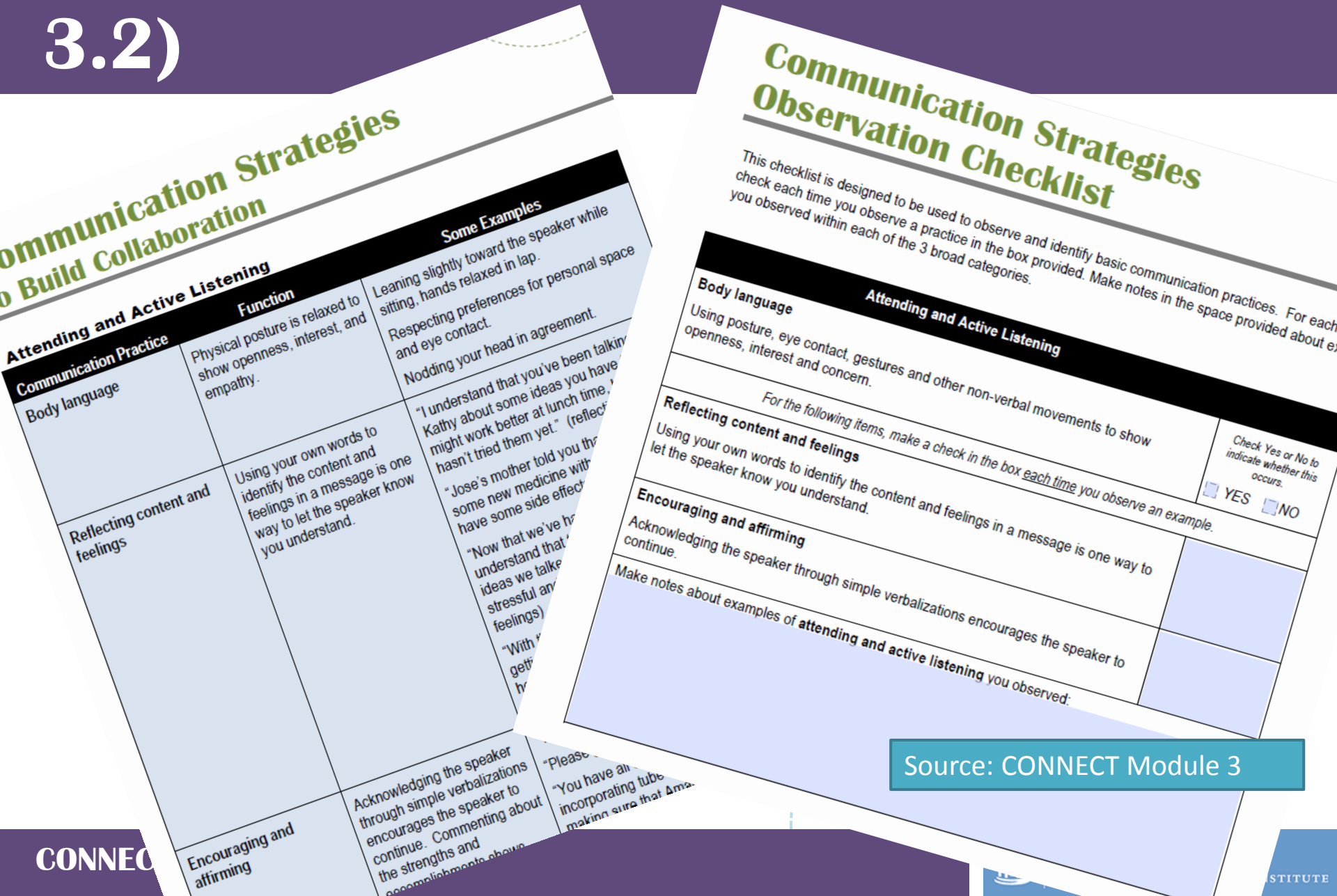
Area	Planning Notes	Meeting Notes
1. Building rapport with the child and family		
2. Family transition concerns and goals		
3. Describe your program		
4. Plan for next steps		

Source: CONNECT Module 2

Selected Resources from

CONNECT Module 3: Communication for Collaboration

Observation tools (Handouts 3.1 & 3.2)



ommunication Strategies
o Build Collaboration

Attending and Active Listening		
Communication Practice	**Function**	**Some Examples**
Body language	Physical posture is relaxed to show openness, interest, and empathy.	Leaning slightly toward the speaker while sitting, hands relaxed in lap. Respecting preferences for personal space and eye contact. Nodding your head in agreement.
Reflecting content and feelings	Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.	"I understand that you've been talkin Kathy about some ideas you have might work better at lunch time, hasn't tried them yet." (reflect " Jose's mother told you tha some new medicine with have some side effect "Now that we've ha understand that ideas we talke stressful an feelings) "With gett h
Encouraging and affirming	Acknowledging the speaker through simple verbalizations encourages the speaker to continue. Commenting about the strengths and	"Pleas "You have al incorporating tube making sure that Ame

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 ex you observed within each of the 3 broad categories.

Attending and Active Listening	
Body language Using posture, eye contact, gestures and other non-verbal movements to show openness, interest and concern.	
For the following items, make a check in the box each time you observe an example.	*Check Yes or No to indicate whether this occurs.* ☐ YES ☐ NO
Reflecting content and feelings Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.	
Encouraging and affirming Acknowledging the speaker through simple verbalizations encourages the speaker to continue.	
Make notes about examples of **attending and active listening** you observed:	

Source: CONNECT Module 3

Selected Resources from CONNECT Module 4: Family-Professional Partnerships

Dilemma Videos (Videos 4.1 and 4.2)

Source: CONNECT Module 4

Evaluation Tools (Handouts 4.7 & 4.8)

Handout 4.8

BEACH CENTER FAMILY-PROFESSIONAL PARTNERSHIP SCALE

(PROFESSIONAL VERSION)

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

How satisfied are you with the way that you…	*Very Dissatisfied*	*Dissatisfied*	*Neither*	*Satisfied*	*Very Satisfied*
1. Help _____ gain skills or information to get what his/her child needs.	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐

ndout 4.7

FAMILY-PROFESSIONAL PARTNERSHIP

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

are you that your child's teacher….	*Very Dissatisfied*	*Dissatisfied*	*Neither*	*Satisfied*	*Very Satisfied*
in skills or information to get what your	☐	☐	☐	☐	☐
help your child succeed.	☐	☐	☐	☐	☐
hat meet the individual needs of	☐	☐	☐	☐	☐
ild's best interests when vice providers.	☐	☐	☐	☐	☐
e good things your child	☐	☐	☐	☐	☐
them.	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
ld's needs.	☐	☐	☐	☐	☐
when there is bad news to give	☐	☐	☐	☐	☐

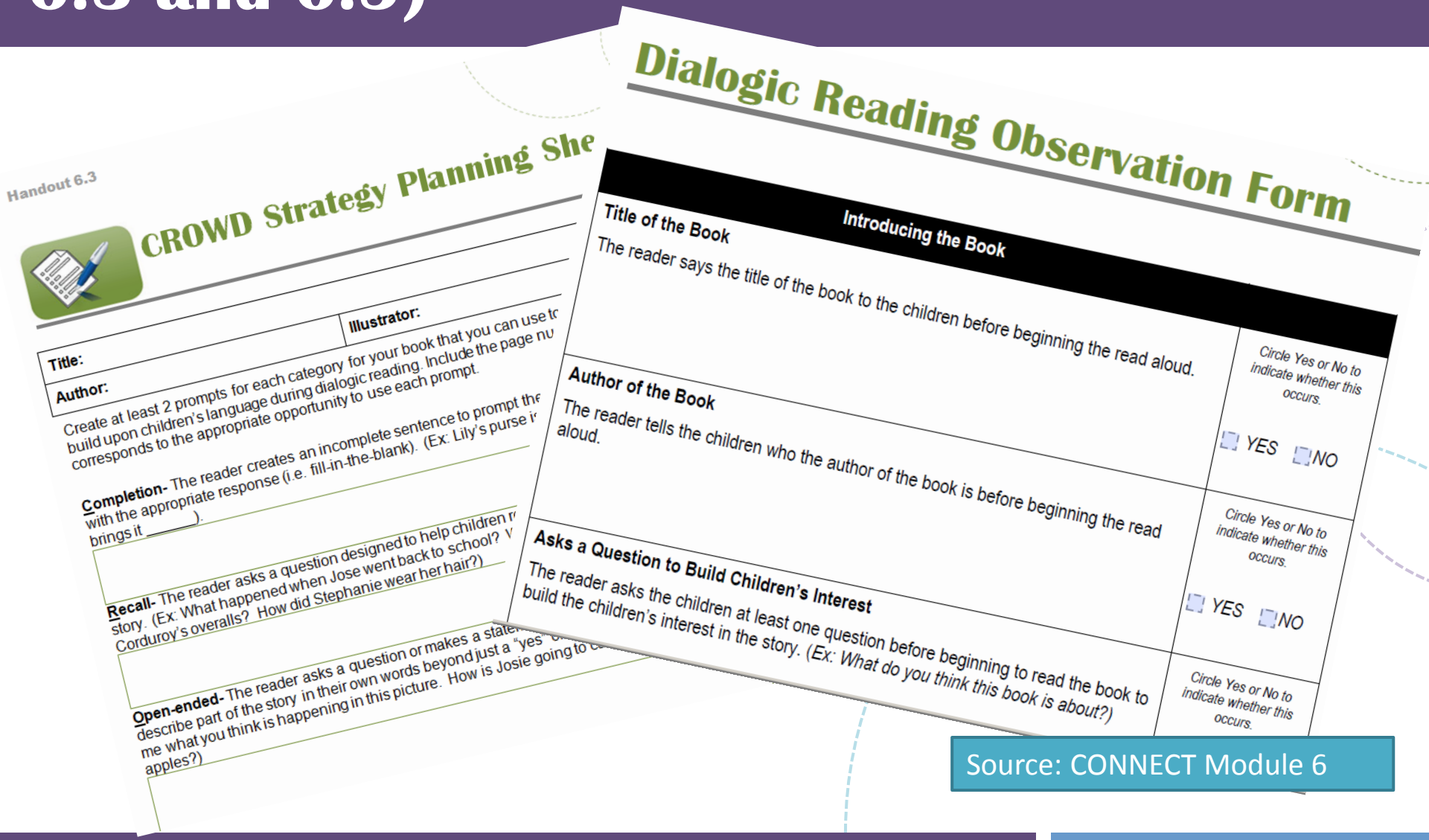
Source: CONNECT Module 4

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)



Handout 6.3

CROWD Strategy Planning She

Title:

Illustrator:

Author:

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

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

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

Open-ended- The reader asks a question or makes a state describe part of the story in their own words beyond just a "yes me what you think is happening in this picture. How is Josie going to apples?)

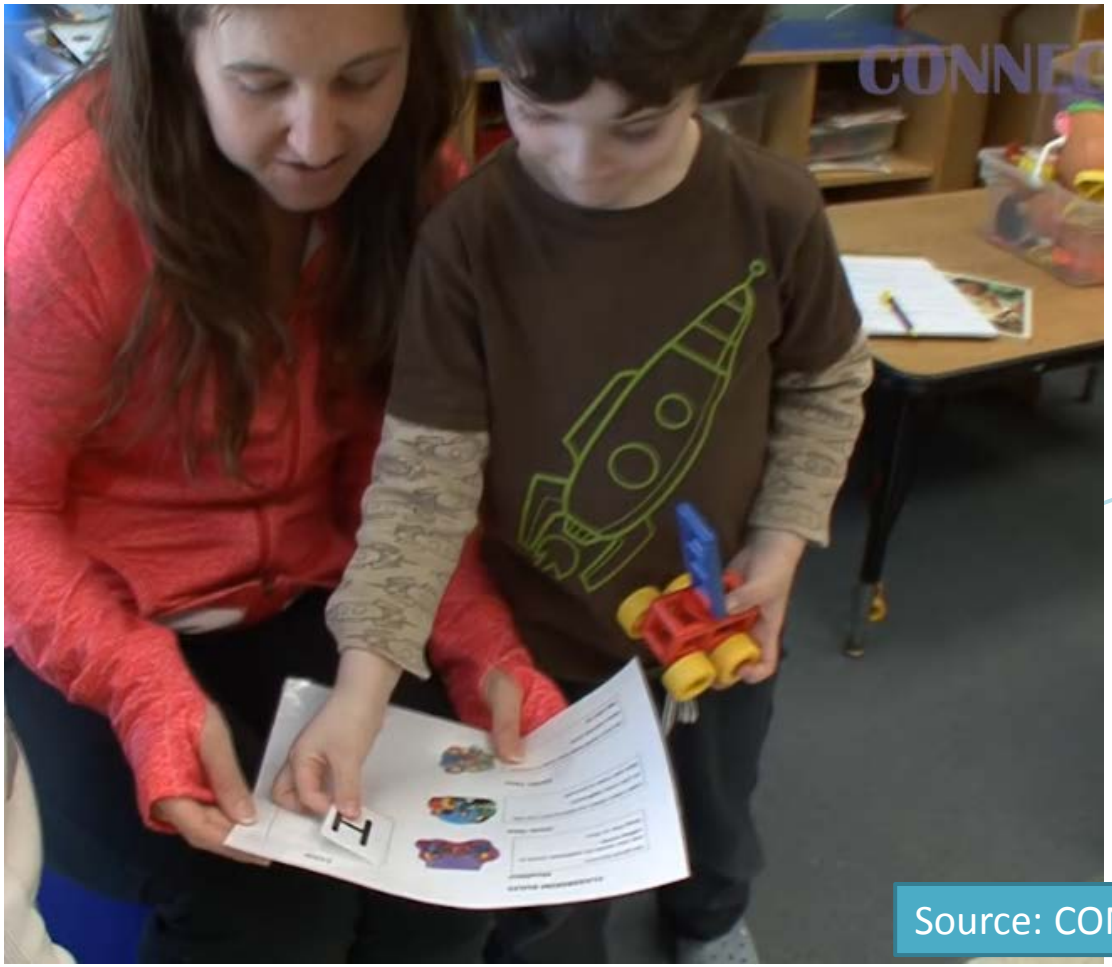
Dialogic Reading Observation Form

Introducing the Book	
Title of the Book The reader says the title of the book to the children before beginning the read aloud.	*Circle Yes or No to indicate whether this occurs.* ☐ YES ☐ NO
Author of the Book The reader tells the children who the author of the book is before beginning the read aloud.	*Circle Yes or No to indicate whether this occurs.* ☐ YES ☐ NO
Asks a Question to Build Children's Interest The reader asks the children at least one question before beginning to read the book to build the children's interest in the story. *(Ex: What do you think this book is about?)*	*Circle Yes or No to indicate whether this occurs.*

Source: CONNECT Module 6

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/