CONNECT: An Evidence-Based Practice Approach to Professional Development

Pam Winton, Virginia Buysse, Dale Epstein (CONNECT)
Dawn Ellis (OSEP)
Pip Campbell, Susan Fowler, and Sharon Palsha (Faculty team)

DEC Pre-Conference Workshop
November 17, 2011, 9 am – 4 pm
I. Welcome and Introduction
The CONNECT Team

Pam Winton
University of North Carolina

Virginia Buysse
University of North Carolina

Beth Rous
University of Kentucky

Chih-Ing Lim
University of North Carolina

Dale Epstein
University of North Carolina

Jonathan Green
University of North Carolina

Cici Sidor
University of North Carolina

Patti Singleton
University of Kentucky

Dawn Ellis,
Project Officer
Demographics of Workshop Participants (n=32)

- PD setting
- University setting
Identify Your “Dilemma”

Why am I attending this workshop?
What are my goals?
Small Group Discussion: Introductions and Share Your Dilemma
II. Overview of CONNECT
Modules and Workshop Agenda
Context: Increased Attention to PD Quality & Impact

- Effective professional development
- Increase in teachers' knowledge and use of evidence-based practice
- Improved child and family outcomes
Context: Focus on Clinical Practice
Context: Focus on Clinical Practice
Context: Practitioners are Expected to Use Evidence-Based Practice
Context: PD Providers are Expected to Incorporate EBP into PD
Evidence-Based Practice is......

A decision-making process that integrates the best available research evidence with family & professional wisdom & values

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006
Two Components of Evidence-Based Professional Development

The PD **content** focuses on specific research-based teaching and intervening practices.

The PD **delivery** focuses on evidence-based methods for building practitioners’ knowledge and application of evidence-based practices.
CONNECT Modules: Practice-focused approach

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

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

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

• 2-year and 4-year college faculty
• Other professional development providers
What Faculty and PD Providers Want

- Short video clips that illustrate practice
- Activities
- Interactive resources
- 24/7 availability
- Flexibility & ease of use
Embedding CONNECT Modules into PD

I. Formats Used
a. Face-to-face
b. Online
c. Hybrid (mix of some face-to-face and some online)

II. Examples of distribution of CONNECT content
a. One hour blocks of content spread over a semester or across time in supervision or consultation context
b. Three hour blocks of content spread over a semester or workshop context
c. Any-long format

III. Courses in which faculty have embedded modules
a. Assessment
b. Child Growth and Development
c. Children with Disabilities and Their Families
d. Early Childhood Capstone Practicum
e. Early Childhood Internship
f. Early Childhood Special Education
h. Early Intervention for Young Children with Special Needs
i. Exceptional Children
j. Infants/Toddlers with Special Needs
k. Infants and Toddlers
l. Infants and Toddlers in Inclusive Settings
m. Intro to Special Education
n. Introduction to Early Childhood
p. Parent Involvement in Education
q. Parent Involvement in Education
r. Teaching Exceptional Students in Inclusive Settings
s. Teaching Exceptional Students in Inclusive Settings
t. Young Children with Special Needs
u. Young Children with Special Needs

IV. Textbooks in which CONNECT modules are used

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, E. &amp; Sanders</td>
<td>The exceptional child, including in early childhood education, 6th ed.</td>
</tr>
<tr>
<td>D. J.</td>
<td>Introduction to early childhood education, 6th ed.</td>
</tr>
<tr>
<td>G. Brown, J. &amp; Hill</td>
<td>Educating young children with special needs, 6th ed.</td>
</tr>
<tr>
<td>Hollis, L. &amp; Smith</td>
<td>Beginning teachers: Teaching young children in inclusive settings</td>
</tr>
<tr>
<td>Hull, K. &amp; Goodwin, J.</td>
<td>Exceptional children, an introduction to special education, 5th ed.</td>
</tr>
<tr>
<td>H. S. &amp; O.</td>
<td>Educating infants and preschoolers with special needs, 5th ed.</td>
</tr>
<tr>
<td>Wright, K. &amp; Reis</td>
<td>Building blocks for teaching preschoolers with special needs</td>
</tr>
<tr>
<td>O. &amp; Harris, E.</td>
<td>Infants and children: Prematurity, middle childhood, and adolescence</td>
</tr>
<tr>
<td>Wright, K. &amp; Reis</td>
<td>Building family, school, and community partnerships</td>
</tr>
<tr>
<td>Allen &amp; Baron</td>
<td>Merrill/Pearson Hall</td>
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<td>Pearson</td>
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<td>Wadsworth Publishing</td>
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<td>Brookes</td>
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<td>Puncher I.</td>
<td>Allen &amp; Baron</td>
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<td>NECCH</td>
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Now Available (English and Spanish versions)

- 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 Practices

COMING SOON

- Tiered Approaches: Social Emotional Development and Academic Practices
- Portuguese translation of Module 1
CONNECT Team in Portugal
Module 1 Activities in Portugal

- Translation and adaptation
- Pilot study (in Lisbon)
- Intervention project (in Porto)
Different Materials for a Different Reality

New handouts
Different Materials for a Different Reality

New audios

Know your rights... In Portugal
Isabel Felgueiras helps portuguese preschool teachers to know their rights through an audio developed by the CONNECT team in Portugal
Today’s Agenda

Step 1: Dilemma
You have identified your dilemma

Step 2: Question
We will pose a question

Step 3: Evidence
- Research
- Policies
- Content of an EBP approach to PD
- EBK

Step 4: Decision
Integrate evidence & make a decision to plan implementation

Step 5: Evaluation
Identify how to evaluate impact of your plan

Focused on the practice of an EBP approach to professional development

CONNECT

FPG Child Development Institute

UNC
Questions?
III. Workshop Content

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

How will I be able to address Luke’s learning goals while trying to address the needs of all my other children in my class?

I want to use an EBP approach to PD, but I’m not sure if the CONNECT 5-Step Learning Cycle will be more effective than what I am currently doing?
For preservice students and practitioners participating in professional development, is the CONNECT module 5-Step Learning Cycle an effective method to promote learning about and applying evidence-based practices?
Step 3: Evidence

- Research
- Policies
- Definition/Demonstration of Practice
- Experience-based knowledge
Themes from Research 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

Step 1: Dilemma  Step 2: Question  Step 3: Evidence  Step 4: Decision  Step 5: Evaluation
Policies Related to PD
Modules are Connected to Standards

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
## Handout: Connection to Standards

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

<table>
<thead>
<tr>
<th>Module Title</th>
<th>NAEYC Core Standards</th>
<th>CEC / DEC Initial Standards</th>
</tr>
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</table>
| Module 1: Embedded Interventions | **NAEYC Standard 1:** Promoting Child Development and Learning  
Key elements 1a. Knowing and understanding young children's characteristics and needs.  
**NAEYC Standard 4:** Using Developmentally Effective Approaches to Connect with Children and Families  
Key elements 4b: Knowing and understanding effective strategies and tools for early education.  
**NAEYC Standard 6:** Becoming a Professional  
Key elements 6c: Engaging in continuous, collaborative learning to inform practice.  
Key elements 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 2:** 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. |
The 5-Step Learning Cycle™ is...

an approach for organizing PD content and activities to promote learners’ abilities to integrate multiple sources of evidence to make decisions about practice dilemmas.
Demonstration of Practice

1. Technical Aspects of CONNECT Modules
2. Content of CONNECT Modules
Demonstration of Practice: Technical Aspects of CONNECT Modules

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
The image contains a webpage layout of the CONNECT Modules website. The page is divided into sections labeled Step 1: Dilemma, Step 2: Question, Step 3: Evidence, Step 4: Decision, and Step 5: Evaluation. Each section is represented by a blue box with a red circle indicating the next step. The page also features a heading titled 'CONNECT Modules' and a large circular outline highlighting the 5-Step Learning Cycle. Below the diagram, there is a search bar, a 'Find us on Facebook' link, and a 'Subscribe to eNews' button. The website promotes collaborative learning and professional development for early childhood education.
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 5-Step Learning Cycle™, read the descriptions below or watch the 2-minute video to the right.

**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.

**Step 2: Question**

In Step 2, the learner identifies a practice-focused question about the dilemma that can be answered through various sources of evidence including the best available research. This step helps the learner move from the dilemma, which raises all kinds of possible facts and questions, to a specific practice focus and establishes the...
Step 1: Dilemma

Step 2: Question

Step 3: Evidence

Step 4: Decision

Step 5: Evaluation
Getting Started?

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

CONNECT Modules Video: About CONNECT Modules (4 minutes)

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
  View a reference document for methods used in learner activities.
- CONNECT Module Discussions
  Each month CONNECT hosts online discussions dedicated to supporting instructors use of CONNECT Modules.

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
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:
- [View PDF] Textbooks that align with CONNECT Modules
- [View PDF] Courses in which faculty have embedded modules
- [View PDF] Overview of CONNECT Module Development, Design, Evaluation and Implementation

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 Marilou Hisen

CONNECT Modules provide a rich resource to faculty and PD providers, so why doesn't everyone use them? Are there new ways to 'sell' and 'slice' the CONNECT Module pie? Join Marilou Hisen for a discussion about barriers to module use and ways to bust through those barriers.

**Read More and Comment**

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### Discussions by CONNECT Module

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<td><strong>Embedded Interventions</strong></td>
<td><strong>Transition</strong></td>
<td><strong>Communication for Collaboration</strong></td>
<td><strong>Family-Professional Partnerships</strong></td>
</tr>
<tr>
<td>Embedding Module 1 into an In-Service Setting by Sandy Ginnher and Linda Reddington (10+ comments)</td>
<td>Transition and Therapy Services by Christine Myers and Sue Carter (10+ comments)</td>
<td>Communication — It’s more than just words by Helene Degan (10+ comments)</td>
<td>Using Module 4 Family Professional Partnerships to Enhance Students’ Understanding of Families and the NAEYC Professional Preparation Standards by Nancy Graubard (10+ comments)</td>
</tr>
<tr>
<td>Setting In-Service Primary discipline: Early childhood special education Format: Face-to-Face</td>
<td>Setting 4-year IIE 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 IIE Primary discipline: Early childhood Courses: Introduction to ECE, Introduction to Special Education Format: Online and Face-to-Face</td>
</tr>
<tr>
<td>Embedding Module 1 into a College Course by John C. Carragh (10+ comments)</td>
<td>CONNECT Module on Transition Supports National GC Priorities by Kima Holman (10+ comments)</td>
<td>Using CONNECT Modules to teach graduate students how they can use evidence-based practice by Susan Fowler (10+ comments)</td>
<td>Using Module 4 Family Professional Partnerships to Enhance Students’ Understanding of Families and the NAEYC Professional Preparation Standards by Nancy Graubard (10+ comments)</td>
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<td>Setting: 4-year IIE Primary discipline: Early childhood Courses: Early childhood pedagogy</td>
<td>Setting: Graduate Primary discipline: Special Education Format: Hybrid (Face-to-Face and Online)</td>
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**Step 1:** Dilemma

**Step 2:** Question

**Step 3:** Evidence

**Step 4:** Decision

**Step 5:** Evaluation
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.

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

INSTRUCTOR SUPPORTS
View additional supports for instructors.

Discussions
Beyond the Inner Circle: Busting Barriers to Implementation of the CONNECT Modules
By Marilou Hynson

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 pile? Join Marilou Hynson for a discussion about a new module and ways to bust through those barriers.

Read More and Comment

Using CONNECT Module to Help Preschool Teachers Implement Dialogic Reading Practices
By Lisa Stein

CONNECT Modules: Where I Started
By Lisa Stein

Getting Started Q&A
Read More and Comment

News and Announcements
How CONNECT Module 6: Dialogic Reading Practices
Meet Taniasha, a pre-K teacher who wants to maximize the benefits of storybook reading for her children in her class. Learn about how to use dialogic reading practices to engage children and help them develop early language and literacy skills.

Read more...

The CONNECT Modules website has a new look!
Read more...

View all news

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

UNC
CHIL DEVELOPMENT INSTITUTE
For Learners

Module 1: Embedded Interventions
Learn about the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Also available in Spanish >

Module 2: Transition
Learn about practices to help support children and families as they transition among programs in the early care and education system.

Also available in Spanish >

Module 3: Communication for Collaboration
Learn about effective communication practices that can be used to promote collaboration with professionals and families in early care and education, and intervention settings.

Also available in Spanish >

Module 4: Family-Professional Partnerships
Learn about building trusting family-professional partnerships when working with families of young children.

Also available in Spanish >
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.

Module 4 Dashboard

Five-Step Learning Cycle™

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

Module 4 Resources

- Activities
- Audio
- Handouts
- Videos
- Glossary
- Supplemental Materials
- Personnel Preparation Standards
- OSEP Indicators and Outcomes

< Back to Modules
Step 1: Dilemma

In Step 1 you will hear and read about two perspectives on a practice dilemma. The dilemma is about a teacher sharing a concern with a father of a preschool age child.

Meet China. She is a teacher in an NAEYC® accredited program that serves children birth through five years of age. China's program is a large full-day community child care center. She has become concerned about Aaron, a four-year-old boy in her classroom.

Video 4.1: The teacher's viewpoint

China, a teacher in a large, full-day child care center shares a dilemma about how to express her concerns about little Aaron, a 4-year-old boy in her class, with his father Aaron. (running time: 2 min. 12 sec.)
5-Step Learning Cycle

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

Module Dashboards:
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, CDEP indicators and outcomes, and downloadable video 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 5: Assistive Technology
Module 5 focuses on the practice of assistive technology interventions to help young children have access to and participate in their environment.
### Module 4 Instructor Dashboard

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
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</thead>
<tbody>
<tr>
<td>Dilemma</td>
<td>Question</td>
<td>Evidence</td>
<td>Decision</td>
<td>Evaluation</td>
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</table>

#### Resources

- **Step 1: Dilemma**
  - Activities
  - Videos

- **Step 2: Question**
  - Activities
  - Videos

- **Step 3: Evidence**
  - Activities
  - Audio
  - Handouts
  - Videos

- **Step 4: Decision**
  - Activities
  - Audio

- **Step 5: Evaluation**
  - Handouts

### Supplemental Materials

- Personnel Preparation Standards
- OSEP Indicators and Outcomes
- Glossary

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CONNECT: The Center to Mobilize Early Childhood Knowledge
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.

Resources

4.11a: Consider the unique contexts [pdf] [doc]
Activity Guide 4.11a

4.12a: Use evidence-based practice decision-making [pdf] [doc]
Activity Guide 4.12a

4.13a: Create an implementation plan to develop a trusting relationship with Aaron [pdf] [doc]
Activity Guide 4.13a
## Module 4 Instructor Dashboard

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</table>

### Resources

#### Step 1. Dilemma
- Activities
- Videos

#### Step 2. Question
- Activities

#### Step 3. Evidence
- Activities
- Audio
- Handouts

#### Step 4. Decision
- Activities
- Audio

#### Step 5. Evaluation
- Handouts

### Supplemental Materials
- Personnel Preparation Standards
- OSEP Indicators and Outcomes
- Glossary
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.

Table of Contents
Step 1: Dilemma

Step 2: Question

Step 3: Evidence

Step 4: Decision

Step 5: Evaluation
Resource Library

The Resource Library allows you to browse through all of the learner modules/resources consisting of documents and multimedia files. You can also search for specific resources using the Advanced Search. Use the Guided Search to narrow your search by keywords, tags, content area, etc. or by step within the module.

Browse

- Activities
- Videos
- Handouts
- Audio

Guided Search

1. Select resource type
   - Activity
   - Handout
   - Video and Audio

2. Select Tags/Keywords (optional)

   - Title
   - Description

   (all or partial text)

   (all or partial text)

   Search

Advanced Search

----MODULE STEPS----

Discussion
Question
Evidence
Decision
Evaluation

TAGS/KEYWORDS

age 0-3
age 4-6
center-based
collaboration
communication
embedded interventions
environmental modifications
individually-based practice

Match any
Match all

Search
Tech Help

Email: connect@unc.edu
Demonstration of Practice: Content of 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

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Module Content Group Work

• Decide which module you would like to focus on
• Go to the group assigned to that module
Step 3: Evidence

- Research
- Policies
- Definition/Demonstration of Practice
- Experience-based knowledge
Experience-Based Knowledge: Panel

Susan Fowler (Former Dean & Professor, College of Education, University of Illinois- Champaign-Urbana)

Virginia Buysse (Senior Scientist, FPG, University of North Carolina-Chapel Hill)

Sharon Palsha (Clinical Professor, School of Education, University of North Carolina-Chapel Hill)
Experience-Based Knowledge

Module 3: Communication for Collaboration

Capstone Course (MA)

Susan Fowler

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Graduate class on Evidence Based Practice (N=25)

- Semester 1: learn to review research literature and identify the evidence base behind a practice. Become familiar with CONNECT Modules
- Semester 2: Implement EBP in a classroom or practica setting
Benefits of Using the Module

Research to Practice

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

http://www.flickr.com/photos/barnabywasson
Benefits of Using the Module

Accessible Research

Clear Definition of Practice

**Step 1:** Dilemma

**Step 2:** Question

**Step 3:** Evidence

**Step 4:** Decision

**Step 5:** Evaluation

Effective communication with professionals and families consists of specific communication strategies that can be organized into the following three categories: (1) attending and active listening, (2) seeking and verifying (3) and joining and supporting. These communication strategies are used throughout the process of building trusting partnerships. Creating a partnership generally involves getting to know the other person and establishing trust, gaining an understanding of another’s priorities and needs, and reaching consensus on how best to work together.
Benefits of Using the Module

Delineation of practices into strategies

Checklist for monitoring use of practice

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Students implement EBP in practica setting or classroom
Evaluate ease of implementation
Evaluate outcome of practice
Lessons Learned

- Modules are great framework
  - But students need to spend 2-3 hours on the module in advance—it’s not a fast process to analyze.

- Determine what handouts and worksheets they will want to use for implementing EBP

- Determine which video/audio recordings to use

- Use it in a 45 min. “training”. Many add role plays

- Then use as framework for creating their own EBP module and final podcast
Experience-Based Knowledge: Module 6

Module 6: Interactive and Dialogic Reading

In-Service Workshop

Virginia Buysse

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
**Dialogic reading** is a specific type of interactive reading that relies on a set of strategies called PEER (**P**rompt-**E**valuate-**E**xpand-**R**epeat) designed to create a conversation with children and help them take an active role in storytelling.
EBK: Module 6 (In-Service)

Research Summary on Dialogic Reading

What Works Clearinghouse

Early Childhood Education

Revised February 8, 2007

Practice Description

Dialogic Reading is an interactive shared picture book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become the storyteller with the assistance of the adult who functions as an active listener and questioner. Two related practices are reviewed in the WWC Intervention reports on Interactive Shared Book Reading and Shared Book Reading.

Research

Four studies of Dialogic Reading were the What Works Clearinghouse (WWC) evidence standards and one study met the WWC evidence standards with reservations. Together these five studies included over 300 preschool children and examined intervention effects on children's oral language and phonological processing. The majority of the children studied were from economically disadvantaged families. This report focuses on immediate posttest findings to determine the effectiveness of the intervention; however, follow-up findings provided by the study authors are included in the technical appendices.

Effectiveness

Dialogic Reading was found to have positive effects on oral language and no discernible effects on phonological processing.

Rating of effectiveness Improvement Index*

<table>
<thead>
<tr>
<th>Oral language</th>
<th>Print knowledge</th>
<th>Phonological processing</th>
<th>Early reading/writing</th>
<th>Cognition</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive effects</td>
<td>N/A</td>
<td>No discernible effects</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Average: +19 percentile points</td>
<td>N/A</td>
<td>Average: +9 percentile points</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percentile points</td>
<td>N/A</td>
<td>Percentile points</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1. To be eligible for the WWC's review, the Early Childhood Education (ECE) interventions had to be implemented in English in center-based settings with children ages 3 to 5 or in preschool. One additional study is not included because the intervention included a combination of Dialogic Reading and Sound Foundations, which does not allow the effects of Dialogic Reading to be determined. See the section titled "Findings for Dialogic Reading Plus Sound Foundations." Appendix A4 for findings from this and a related document.

2. The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.

3. These numbers show the average and the range of improvement indices for all findings across the studies.

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Page 1

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FPG Child Development Institute
EBK: Module 6 (In-Service)

Dialogic Reading Strategies:

- **Before reading** ...introduce the title/author, ask a question to create interest in the book

- **During reading** ...use CROWD prompts & PEER sequence

- **After reading** ...ask questions to help children recall the story & make connections to their lives
Dialogic Reading Strategies (What Works Clearinghouse, 2007)

<table>
<thead>
<tr>
<th>PEER</th>
<th>CROWD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompts the child to say something</td>
<td>Completion prompts</td>
</tr>
<tr>
<td>Evaluates the response</td>
<td>Recall prompts</td>
</tr>
<tr>
<td>Expands the child’s response</td>
<td>Open-ended prompts</td>
</tr>
<tr>
<td>Repeats the prompt</td>
<td>Wh-prompts</td>
</tr>
<tr>
<td>Distancing prompts</td>
<td></td>
</tr>
</tbody>
</table>
## Dialogic Reading Observation Form

### Introducing the Book

<table>
<thead>
<tr>
<th>Title of the Book</th>
<th>Circle Yes or No to indicate whether this occurs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reader says the title of the book to the children before beginning the read aloud.</td>
<td>[ ] YES [ ] NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author of the Book</th>
<th>Circle Yes or No to indicate whether this occurs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reader tells the children who the author of the book is before beginning the read aloud.</td>
<td>[ ] YES [ ] NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asks a Question to Build Children’s Interest</th>
<th>Circle Yes or No to indicate whether this occurs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?)</td>
<td>[ ] YES [ ] NO</td>
</tr>
</tbody>
</table>
EBK: Module 6 (In-Service)

Demonstration of Practice

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

CONNECT
Experience-Based Knowledge: Module 6

Module 6: Interactive and Dialogic Reading

Practica Course (Undergraduate Seniors)

Sharon Palsha

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
EBK: Module 6 (Pre-Service)

Students implemented dialogic reading in student teacher placements with entire class (Pre-K & K)

Commented on usefulness of planning handout

Self-assessment and faculty supervisor consultation using Handout 6.5

CONNECT
Student comment at our conference after she completed her second reading.

“Oh my gosh that was so much fun! I felt like I was in a conversation with the children about the book. The children were so engaged and had such great responses to my questions. I can’t wait to do that again.”
EBK: Module 6 (Pre-Service)
EBK: Module 6 (Pre-Service)

Instructor Guidance and Feedback
EBK: Module 6 (Pre-Service)

Student comment from this fall after second reading.

“The children were so much better engaged today because my reading was so much more intentional. I wasn’t afraid to let them talk. In fact, it was exciting to hear their connections to the story.”
Another student comment from this fall after second reading.

“The planning form forced me to be more purposeful and intentional and helped me to understand all the many components needed to have a successful read aloud. I really have not focused on Distancing and now know why it is important to do so.”
EBK: Module 6 (Pre-Service)
EBK: Module 6 (Pre-Service)
Step 3: Evidence

- Research
- Policies
- Definition/Demonstration of Practice
- Experience-based knowledge
Questions?
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

<table>
<thead>
<tr>
<th>Step 1: Dilemma</th>
<th>Step 2: Question</th>
<th>Step 3: Evidence</th>
<th>Step 4: Decision</th>
<th>Step 5: Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
</tbody>
</table>

CONNECT
Step 5: Evaluation

- How do you plan on evaluating your students/participants after using the modules?
Role-Alike Group Work: Integrating Evidence, Making Decision, & Creating a Plan

- Faculty (1 group)
- PD Providers (3 groups)

What are your next steps in using the modules?
IV. Closing and Evaluation
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Questions