An Evidence-Based Practice (EBP) Approach to Professional Development

Presented by:
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FPG Child Development Institute

Early Childhood 2010: Innovation for the Next Generation (EC2010)
Washington, DC
Goals of Our Session

- DEFINE EVIDENCE-BASED PRACTICE (EBP)
- EXPLORE INCORPORATING EBP into professional development (PD)
- APPLY TO YOUR OWN WORK
Context: Increased Attention to PD Quality

- Effective professional development
- Increase in teachers’ knowledge and use of evidence-based practice
- Improved child and family outcomes
Context: Increased focus on evidence-based practice

Practitioners are expected to use evidence-based practice
Typical Amount of Content in Professional Development

Faculty & PD providers are expected to incorporate EBP into PD. But what does that mean?
identifying specific research-based practices that have been validated through a rigorous review process

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005
A decision-making process that integrates the best available research evidence with family & professional wisdom & values

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006
CONNECT Modules
CONNECT: The Center to Mobilize Early Childhood Knowledge

A partnership between:

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CONNECT Modules: Focused on Practices within Real Life Settings

Research-Based Practices
An Approach for Incorporating EBP into PD

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

Learn about practices to solve dilemmas in early childhood settings.

- Free resources including video clips, activities, and handouts designed for instructors and learners
- Focus on young children with disabilities in inclusive environments
- Help build practitioners' abilities to make evidence-based decisions
- Designed to be embedded into existing curricula, coursework and other professional development opportunities

Click above for a 4-minute overview of CONNECT's evidence-based practice approach to professional development

GET CONNECTED
CONNECT Module news and announcements for instructors from the monthly newsletter "Professional Development on Inclusion eNews" 

"I really loved the quality of the resources available and was able to use the resources to support my teaching across many different topics and course sessions."

"The format was excellent! The video clips and following activities helped make the learning process very engaging for students."

"We used the 5-step learning cycle in the Module as our framework for an all-day workshop for early childhood practitioners. Inclusion is such a broad topic and being able to narrow it in this way was very helpful."

http://community.fpg.unc.edu/connect-modules
Our Primary Target Audience

- 4-year faculty
- 2-year faculty

n=12,375 (estimated)

Source: Maxwell, Lim, & Early, 2006
Secondary Audience

- Graduate faculty and other professional development providers who reach a variety of learners (e.g., consultants, supervisors, etc.)
Example of the 5 Steps from Module 1: Embedded Interventions
Step 1: Dilemma

Teacher’s Perspective (Jackie)

Family’s Perspective (Christine)

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

What interventions are effective in promoting learning in the areas of communication and social development?
Step 3: General Evidence

- Definition & demonstration of practice
- Research
- Policies
- Experience-based knowledge

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

**Embedded interventions** are strategies that address specific learning goals within the context of everyday activities, routines, and transitions at home, at school or in the community.

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**Step 1:** Dilemma
**Step 2:** Question
**Step 3:** Evidence
**Step 4:** Decision
**Step 5:** Evaluation
Examples of ways to implement embedded interventions

- **Environmental Modification**
  Altering or arranging the classroom, home, or community environment to promote participation, engagement, and learning of children

- **Peer Support**
  Enlisting peers to help children reach goals and participate fully and meaningfully in the classroom, home, or community
Video Examples of Embedded Interventions

Video 1.8: Routine in the community – going to the store

Video 1.12: Routine in a program – rolling with friends

Video 1.18: Using Video for REALLY Watching

Step 1: Dilemma > Step 2: Question > Step 3: Evidence > Step 4: Decision > Step 5: Evaluation
Research Summary on Embedded Interventions

Researchers at the University of Florida analyzed 36 research studies on embedded interventions. They wanted to find out the following:

- how the practice was defined across different studies,
- who implemented the practice and in what type of settings,
- what the characteristics of the children were and
- whether the practice was beneficial for young children.

Here is what the researchers learned.

How was the practice of embedding interventions defined?

Embedded interventions are teaching strategies that address a specific learning goal within the context of everyday activities, routines, and transitions at home, at school, or in the community. Terms such as routine-based interventions, embedded instruction, or embedded learning are used to mean the same thing.

Who implemented embedded interventions and in what type of settings?

Almost half of the people implementing embedded interventions were pre-kindergarten teachers. Others were assistant teachers and graduate students. The interventions were implemented in a variety of early childhood settings including preschool classrooms, early childhood special education classrooms, community-based child care programs, and Head Start.

What were the characteristics of the children who participated in the research?

About two-thirds of the children were boys. The children ranged in age from 2-7 years of age. About one-half of the children had some type of developmental delay. The remaining children had speech-language delays, Autism, or Down syndrome.
Policy Advisory
The Law on Inclusive Education

Rud Turnbull
Director of Beach Center on Disability

Jackie
Child Care Teacher

How does federal law define inclusion and what does it involve?
Inclusion is not specifically defined or supported through the federal laws. However, the IDEA (Individuals with Disabilities Education Act) requires schools to provide a free appropriate public education (FAPE) to children with disabilities. The IDEA mandates that children with disabilities be included in the general education curriculum to the maximum extent possible.

 CONNECT - 2009
http://community.fog.unc.edu/
Step 4: Decision

Evidence
- Research
- Policies
- Experience-based knowledge

Unique Perspectives & Contexts of the Dilemma

Integrate

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

Step 2: Question

Step 3: Evidence

Step 4: Decision

Step 5: Evaluation

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

Step 5: Evaluation

- Determine if the intervention was implemented.
- Determine if the intervention was effective.
- Summarize and use assessment results to determine if the goal(s) are met.
CONNECT Module 1 Resources

21 video clips | 5 audio clips | 14 handouts | 14 activities | 14 alternate activities | 28 instructors’ activity guides

A partnership between:

[Logos of UNC, FPG Child Development Institute, KU, University of Kansas, University of Kentucky]

Funded by:
Partnership Re-purposed Resources
65% of assets were repurposed from existing resources.

The above resources include video clips, documents, and research syntheses but not photos.
Instructors’ Support

Instructor Community

Announcements
The CONNECT Modules are now available here, online, free-of-charge to instructors and learners nationwide.

Getting Started Videos
About CONNECT Modules
A 3-minute video presentation of CONNECT’s evidence-based practice approach to professional development

Tours: Instructor Community | Learner Modules | Resource Library
Quick 2-3 minute video tours of the major CONNECT Module site sections.
PDF version - “Getting Started: The CONNECT Modules Website Guide”

Stay connected: Subscribe to Newsletter (by email) | Subscribe to Blog (by RSS feed)

Help/FAQs
Frequently asked questions and help documents for instructors.

Discussion Board
A place for instructors to ask questions and share ideas with other instructors and CONNECT staff.
Current discussions: Module Usage | Textbooks

Additional Instructor Resources
Learner Modules, Section 1, Resource Library Section

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.

Learn more about EBP
COMING SOON

- Transition – August, 2010
- Communication for Collaboration – Fall, 2010
- Family- Professional Partnerships
- Assistive Technology
- Tiered Approaches
  - Social emotional
  - Academic practices
How EBP is Incorporated into PD

- Provides **best available research** on a specific practice
- Builds **evidence-based decision-making skills**
- Reflects research on **effective PD**
  - Practice-focused rather than general content
  - Actively engages learners
  - Includes strategies for guidance and feedback to learners
  - Aligns with standards, curricula & assessments
Small Group Discussion

How are PD providers and faculty in your state/community embedding EBP into professional development? How might CONNECT help them?
Ann Turnbull
Beth Rous & Patti Singleton
Dawn Ellis
Office of Special Education Programs

Pam Winton, Virginia Buysse, Maggie Connolly, Chih Ing Lim, Jonathan Green, Christine Lindauer, Heidi Hollingsworth,

Beth Rous & Patti
Thank You