CONNECT Modules
Instructor Webinar Series
Faculty Share Their Tips & Experiences Using CONNECT Modules
Co-Sponsored by naeyc
Goals of Our Session

LEARN
how 4 faculty colleagues are using the modules

ASK
QUESTIONS
Meet the CONNECT Team

Virginia Buysse  
University of North Carolina

Dale Epstein  
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Jonathan Green  
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Chih-Ing Lim  
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Funded by

CONNECT
CONNECT Staff in the Room Today

Pam Winton  
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Webinar Co-Sponsor

Alison Lutton
Senior Director
Higher Education Accreditation & Program Support

CONNECT
Strengthen the learning experiences and assessments in early childhood teacher preparation.
Address increased emphasis on diversity and inclusion in each standard.
Have a clinical practice focus
- NCATE, 2010
Align with NAEYC and DEC Personnel Preparation Standards

The content and resources of Module 1: Embedded Interventions align with the standards of national professional organizations for associate and baccalaureate personnel preparation programs.

**CEC/DEC Initial Standards**

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

**CEC/DEC Initial Standards**

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

NAEYC = National Association for the Education of Young Children

**Learning Objectives for Module 1: Embedded Interventions**

After completing the module and accompanying activities, learners will be able to:
1. Explain what is meant by embedded interventions to promote participation in inclusive settings.
2. Use a decision-making process to help a child participate more fully in an inclusive setting through embedded interventions.
Meet the Faculty Presenters

Nancy Grausam
Assistant Professor
Pennsylvania College of Technology

Nadya Pancsofar
Assistant Professor
The College of New Jersey

Johnna Darragh
Professor
Heartland Community College

Susan Fowler
Professor
University of Illinois at Champaign-Urbana
CONNECT Modules are:

- For faculty and other PD providers
- Course enhancements (not an entire course)
- Focused on specific sets of practices

4 modules are available:
- Module 1: Embedded Interventions
- Module 2: Transitions
- Module 3: Communication for Collaboration
- Module 4: Family-Professional Partnerships
Module 1: Embedded Interventions

Are not a course
Module 1: Embedded Interventions

Child Development

Methods and Materials for Preschoolers

Methods and Materials for Infants and Toddlers

Young Children with Special Needs
Benefits of Using the Module

- Demonstrate best practices in inclusion
- Enhance learning opportunities for the NAEYC accreditation process
Used activities and videos to demonstrate social development
Methods and Materials for Preschoolers

Used videos and handouts to help students design learning environments.
Methods and Materials for Infants and Toddlers

Used videos to demonstrate embedding skill development into daily routines.
Young Children with Special Needs

Module 1: Embedded Interventions

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

Used the 5-step process to organize the module.
Module 1: Embedded Interventions

- Speech, Language and Communication (Undergraduate)
- Child Development (Undergraduate)
- Educational Research (Graduate)

Nadya Pancsofar
Assistant Professor
The College of New Jersey
BA & MA
Child Development

Luke’s Individualized Education Program (IEP)

Check Purpose:
- Initial
- Annual Review
- Reevaluation
- Addition
- Transition Plan

Duration of Special Education and Related Services: From 1/4/2009 To 1/3/2010
Student: Luke
DOB: 1/4/2009
School: Grade: PreK
Primary Area of Eligibility - Developmental Delay
Student Profile:
- Student’s overall strengths: Luke is very personable. He enjoys being around others and has a good temperament.
- Parents’ concerns, if any, for enhancing the student’s education: Luke has some difficulty with fine motor skills.
- Parents’ Student’s vision for student’s future: They continue to expand communication to a more natural level to use him in school.

Checklist:
1. Does the student have behavior(s) that impedes learning?
2. Does the student have limited English proficiency?
3. Is the student blind or partially sighted?
4. Does the student have an emotional disturbance?
5. Is the student deaf or hard of hearing?
6. Does the student require specially designed instruction to achieve adequate educational benefit?

Christine’s Chronicles: The R-Word

Posted by Christine Lindauer at Feb 23, 2008 | Permalink
Filed under R-word, Christine’s chronicles, NPDD, family inclusion

The use of the word “retarded” has again come into the spotlight. Emotions and opinions in the media are mixed. Christine, the mother of a child with a disability, shares a story for us all to ponder and react to.

So I’m sure most of you have seen the recent flurry of news around Rahm Emanuel’s use of the R-word. Rush Limbaugh had an R-word filled episode to it. Then what saddened me the most was Sarah Palin, the mother of a child with Down syndrome, excusing Limbaugh’s use of the word because it was satire while calling for Emanuel to be fired. But so goes the world of politics.

So I thought I’d take this opportunity to diverge from my usual postings and share a story from my childhood. It’s strange what you remember, how a moment can touch you in such a way, that you never forget it. I didn’t realize it at the time, but this was one of those moments.

I had just started first grade and I had made a new friend. Her name was Joyce. We exchanged phone numbers at school and she told me that she would call me that evening. This was a first for me. I had never talked on the phone before with a girlfriend. So she called and we chatted for a bit about silly girl things as my sister Stacy was standing nearby. Joyce then asked to speak to my sister. So I let my sister have the phone and she talked to Joyce for a little while, and then gave the phone back to me. The next words were the ones that still haunt me.

"Is your sister retarded?"

I shouted back into the phone "no, she’s not retarded!" I didn’t know what it meant, but I could tell from the tone in her voice that it wasn’t nice. I said all the things I could think of to her mother and asked Joyce what does retarded mean?"
Educational Research

Research Summary on Embedded Interventions

Researchers associated with an Institute of Education Sciences funded project analyzed 35 research studies on embedded intervention. 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 they researchers learned.

How was the practice of embedding intervention defined?

Embedded intervention includes the use of intentional teaching strategies to address a specific learning goal within the context of everyday activities, routines, and transitions at home, at school, or in the community.

Who implemented embedded intervention and in what type of settings?

Almost half of the people implementing embedded intervention were preschool teachers. Others were assistant teachers and graduate students. 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 from 2-7 years. About one third had developmental delays. These include delays, autism, or Down syndrome.

Was the practice of embedding intervention beneficial for children?

Almost every study showed that children acquired targeted skills or made progress across a number of areas including language and communication, motor and adaptive skills, cognitive development, pre-academic skills, and social-emotional development. Slightly less than half

5-step learning cycle:

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

CONNECT - 2010
http://community.fpg.unc.edu/
Module 2: Transition
Benefits of Using the Module

Synthesized key topics on transition

- Home visits
- Adaptations & supports
- Creating respectful environments
- Partnering with families
Benefits of Using the Module

Bronfenbrenner’s Ecological Systems Theory

Bridges Theory to Practice
Benefits of Using the Module

Realistic dilemmas and demonstrations of practice

Help transform my teaching

| Step 1: Dilemma | Step 2: Question | Step 3: Evidence | Step 4: Decision | Step 5: Evaluation |
Module 3:
Communication for Collaboration
Module 3: Communication for Collaboration

Capstone Course (MA)

Susan Fowler
Professor
University of Illinois at Champaign-Urbana

Graduate (Special Ed)
Benefits of Using the Module

Research to Practice

http://www.flickr.com/photos/barnabywasson
Students implement EBP in practica setting or classroom

Evaluate ease of implementation

Evaluate outcome of practice
Benefits of Using the Module

Access to Research

Clear Definition of Practice

What were the characteristics of the participants and settings in the research on communication practices?

The communication between healthcare providers and families in (hospital) settings and providers and families in (home) settings resulted in the following outcomes:

- Improved communication practices
- Positive outcomes related to these practices

What factors were associated with improved communication practices and positive outcomes related to these practices?

The review found that the following factors were associated with improved communication practices:

- Trusting the provider
- Sharing information
- Asking questions
- Repeating the information
- Requesting that problems be addressed

Effective communication with professionals and families consists of specific communication strategies that can be organized into the following three categories:

- Attending and active listening
- Seeking and verifying information
- Joining and supporting

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
Module 4:
Family-Professional Partnerships
Teach about partnership-oriented practices
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Grausam, N. (2011), Assistant Professor of Early Childhood Education, PA College of Technology, EDU 230- Young Children with Special Needs Course Syllabus
CONNECT Modules: Using CONNECT Modules to teach graduate students how they can use evidence based practices

Posted by Susan Fowler at Nov 18, 2013 | Permalink
Filed under: CONNECT Modules, evidence-based practice

Susan Fowler, Professor in Special Education at the University of Illinois at Urbana-Champaign, shares some of her insights on using Module 3: Communication for Collaboration to teach about evidence-based practice.

I am teaching a graduate class in special education for teachers (early intervention through post-secondary education) and they are reading about what constitutes evidence based practice and how to translate research articles into practice or implications for practice. This past week I demonstrated an evidence based practice (EBP) using the Communication module as my example. I really like it for a number of reasons and so did my students!

Embedding Module 1 into a College Course

Posted by Johanna Darragh at Jun 21, 2013 | Permalink
Filed under: CONNECT Modules

Learn how one faculty embedded Module 1 into both online and face-to-face classes as well as both early childhood and early childhood special education classes.

CONNECT Modules are designed using an evidence-based practice approach to professional development. Module 1: Embedded Interventions includes over 20 videos, activities, and handouts. This month, instructors from both college and in-service training settings share how they incorporated Module 1 into their professional development activities. Your questions and comments are invited.

Nancy Grausam’s upcoming blog on using Module 4: Family-Professional Partnerships
More Ways to CONNECT


Post-Webinar Follow-up Email:
- Webinar evaluation
- Webinar materials