An Evidence-Based Practice (EBP) Approach to Professional Development: What and How?

OSEP Project Directors Meeting
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Washington, DC

Presented by:
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FPG Child Development Institute
**OSEP Perspective**

- **Purpose of Personnel Development Program:** Ensure that personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving children with disabilities.

- **Requirement for Applications:** Training requirements and required coursework for the proposed training program incorporate research-based practices that improve outcomes for children with disabilities.

- **GPRA Measure:** Percentage of projects that incorporate evidence-based practices into their curriculum.
Goals of Our Session

- **DEFINE EVIDENCE-BASED PRACTICE (EBP)**
- **EXPLORE INCORPORATING EBP into professional development (PD)**
- **LEARN ABOUT RESOURCES**
Context: Increased Attention to PD Quality

- Effective professional development
- Increase in personnel’s knowledge and use of evidence-based practice
- Improved child and family outcomes
Shift in the field to focus on evidence-based practices

Practitioners are expected to use evidence-based practice
Faculty 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
What is your definition of EBP?
CONNECT Modules
CONNECT: The Center to Mobilize Early Childhood Knowledge

A partnership between:

Funded by:
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
CONNECT: An EBP Approach to PD

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

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

“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.”
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

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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

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

Jackie
Child Care Teacher

Rud Turnbull
Director of Beach Center on Disability

Policy Advisory
The Law on Inclusive Education

USION
The principle that supports the education of children with disabilities alongside their peers, rather than separately. Both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Sec. 504) require schools and agencies to provide full educational opportunities for children with disabilities. Every case on Board of Education held that separate was not equal. Inclusion has been required to provide full educational opportunities. But the primary source for the inclusion of students with Disabilities Education Act or IDEA, not only supports equal educational and developmental needs, but also provides the education of children with disabilities. For preschool and school-age children (ages 3-21), IDEA requires students with disabilities (ages 5-21) with disabilities. IDEA promotes the use of “natural environments” for early childhood education.

How does federal law define inclusion and what does it involve?
Inclusion is not specifically supported through the education, and IDEA requires the inclusion of children with disabilities in the least restrictive environment. For example, students with disabilities who do not have disabilities, access to the educational system, and participation in typical non-academic activities.

The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) have developed a joint position statement on early childhood inclusion. For more information on that definition and specific access, participation, and supports for inclusion, visit http://community.fsg.unc.edu/
Step 4: Decision

Evidence
- Research
- Policies
- Experience-based knowledge

Unique Perspectives & Contexts of the Dilemma

Integrate Decision
<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;Eye, Bilsy Spider, Twinkle, Twinkle, etc. (PS))</td>
</tr>
<tr>
<td>Large group (e.g., circle or story time)</td>
<td></td>
</tr>
<tr>
<td>Outdoor Play</td>
<td></td>
</tr>
<tr>
<td>Small groups (e.g., activity centers)</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>Teacher encourages Luke’s use of his SwitchBoard to request more food and to communicate when he is finished. (EM)</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.
Module 1 Resources

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

http://community.fpg.unc.edu/connect-modules
Resources used in Module 1*

- CONNECT: 34%
- NPDCI: 8%
- OSEP funded projects: 27%
- FPG: 15%
- IES: 4%
- Head Start: 8%

n=26

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 TTS 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 | 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

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

CONNECT Modules
COMING SOON

- Transition – Fall, 2010
- Communication for Collaboration – Fall, 2010
- Family- Professional Partnerships - 2010
- Assistive Technology - 2011
- Tiered Approaches - 2011
  - 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

http://community.fpg.unc.edu/connect-modules
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,
Small Group Discussion

How is an EBP approach reflected in your curricula & syllabi? What resources do you use?

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