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
University of North Carolina

Jonathan Green
University of North Carolina

Chih-Ing Lim
University of North Carolina

Beth Rous
University of Kentucky

Cici Sidor
University of North Carolina

Patti Singleton
University of Kentucky

Pam Winton
University of North Carolina

Funded by

IDEAs that Work
CONNECT Staff in the Room Today

Pam Winton
University of North Carolina

Virginia Buysse
University of North Carolina

Dale Epstein
University of North Carolina

Jonathan Green
University of North Carolina

Chih-Ing Lim
University of North Carolina
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)

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

Nancy Grausam
Assistant Professor
Pennsylvania College of Technology
AAS Early Childhood Education Program
Benefits of Using the Module

- Demonstrate best practices in inclusion
- Enhance learning opportunities for the NAEYC accreditation process
Child Development

Used activities and videos to demonstrate social development
Methods and Materials for Preschoolers

Used videos and handouts to help students design learning environments.

Teachers simplified a cooking activity allowing all the students to participate in helping to make vegetable soup. Classmates are seen here stirring the soup and later they get to enjoy eating it.
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

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

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

Speech, Language and Communication (Undergraduate)

Child Development (Undergraduate)

Educational Research (Graduate)
Child Development

Use of example of IEP and with an online discussion

Luke’s Individualized Education Program (IEP)

Note: This is only a sample section of Luke’s IEP. His actual IEP contains more goals and other forms such as Anticipated Frequency and Location of Related Services, Nonacademic Services & Activities, as well as other current and signature forms.

Check Purpose:
- Initial
- Annual Review
- Reevaluation
- Addendums
- Transition Plan: C & D

Duration of Special Education and Related Services: From 1/4/2009 To 1/3/2010

Student: Luke
DOB: 04/2005 School: Grade: PreK
Primary Area of Eligibility - Developmental Delay

Student Profile

Luke is a very personable. He enjoys being around others and has a good temperament.

Parents’ concerns: If any, for enhancing the student’s education. Look at verbal communication.

Parents’ Student’s vision for student’s future: They continue to expand communication a more natural way to express himself in a variety of play.

1. The student have behavior(s) that impedes learning?
2. Does the student have limited English proficient?
3. Is the student blind or partially sighted?
4. Does the student have any special economic?
5. Is the student deaf or hard of hearing?
6. Does the student require specially designed instruction in general education

Christine’s Chronicles: The R-Word

Posted by Christine Lindauer at Feb 23, 2008 | Permalink
Filed under | Tags: | Christine Lindauer

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 response 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 change 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 cut off the phone and ran back into the living room for my mother and asked “Mommy, what does retarded mean?”

CON
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 the 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 old. About one-half had developmental delays. The remainder had 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 precommunication, motor and adaptive skills, cognitive development, preacademic skills, and social-emotional development. Slightly less than half...
Module 2: Transition
Module 2: Transition

Child Growth & Development

Johnna Darragh
Professor
Heartland
Community College
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

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<th>Step 2: Question</th>
<th>Step 3: Evidence</th>
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CONNECT
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

Accessible Research

Clear Definition of Practice
Benefits of Using the Module

Delineation of practices into strategies

Checklist for monitoring use of practice
Module 4: Family-Professional Partnerships
Young Children with Special Needs

Module 4: Family-Professional Partnerships

Teach about partnership-oriented practices
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<td><strong>Activity 1.3-</strong> environmental modifications</td>
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<td><strong>1a:</strong> Knowing and understanding young children’s characteristics and needs</td>
<td><strong>Activity 1.4a-</strong> peer supports</td>
<td><strong>Activity 1.5a-1.8a-</strong> embedded interventions in a variety of settings to support a child’s participation&lt;br&gt;Field Experience&lt;br&gt;Exams, Quizzes&lt;br&gt;Disability Reports&lt;br&gt;Final Exam: Case Study- Group</td>
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<td><strong>1b:</strong> Knowing and understanding the multiple influences on development and learning</td>
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<td>Parent Interview&lt;br&gt;Agency Resource Guide&lt;br&gt;Final Exam: Case Study-Group</td>
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<td><strong>2a:</strong> Knowing about and understanding family and community characteristics</td>
<td><strong>Video 4.2-</strong> Starting a Relationship&lt;br&gt;<strong>Handout 4.2</strong></td>
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<td><strong>2b:</strong> Supporting and empowering families and communities through respectful, reciprocal relationships</td>
<td><strong>Activity 4a through 4.7:</strong> and Handout 4.3</td>
<td>Parent Interview&lt;br&gt;Exams, Quizzes&lt;br&gt;Disability Report&lt;br&gt;Agency Resource Guide&lt;br&gt;Final Exam: Case Study-Group</td>
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Join Our Discussions
http://community.fpg.unc.edu/discussions/home/discussions/connect-modules

CONNECT Modules: Using CONNECT Modules to teach graduate students how they can use evidence based practices

Posted by Susan Fowler at Nov 18, 2010 | 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.

Community Questions
How do you teach students about using evidence-based practices?
How have you used Module 3, Communication for Collaboration?
How do you envision using the module?

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 Joanna Darragh at Jun 21, 2010 | 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