CONNECT
The Center to Mobilize Early Childhood Knowledge
CONNECTing Evidence-Based Practice and Teacher Research: Using a 5-Step Learning Cycle for Organizing PD Content
Dale Epstein & Chih-Ing Lim
NAEYC PDI 2013
http://community.fpg.unc.edu
Context: The Great American Workforce

Source: http://www.flickr.com/photos/mrsdkrebs/5903152720/
Context: Focus on Clinical Practice

NCATE
The Standard of Excellence in Teacher Preparation

TRANSFORMING TEACHER EDUCATION THROUGH CLINICAL PRACTICE: A NATIONAL STRATEGY TO PREPARE EFFECTIVE TEACHERS

Fall, 2010
Context: Increased Focus on Individualizing for Each and Every Child
Integrate clinical practice into every facet of teacher education - NCATE, 2010
Context: Child Care Professionals are Expected to Use Evidence-Based Practice
Context: Faculty and PD Providers are Expected to Incorporate EBP into their Work
However...

- Lack of consensus on definition of EBP
- Issue of how to incorporate EBP into preservice learning to effectively prepare early educators.
Evidence-Based Practice is a decision-making process that integrates the best available research evidence with family & professional wisdom & values.

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005
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 process** focuses on effective methods for building practitioners’ knowledge and application of evidence-based practices.
Overview of FREE CONNECT Modules

http://community.fpg.unc.edu
CONNECT Modules: Free practice-focused approach

Research-Based Practices
Our Target Audience

• 2-year and 4-year college faculty

• Other professional development providers (e.g., trainers, TA specialists, coaches)
Available 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
Module 7: Tiered Instruction (Social emotional development & Academic learning)
### Aligning CONNECT Modules with NAECY and DEC Personnel Preparation Standards

<table>
<thead>
<tr>
<th>Module 1: Embedded Interventions</th>
<th>CEC / DEC Initial Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAEYC Core Standards</strong></td>
<td>Knowledge and Skill Base for All/Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)</td>
</tr>
<tr>
<td>for initial and Advanced Early Childhood Preparation Programs</td>
<td>CEC/DEC Standard 1: Foundations—Know philosophies, evidence-based principles, laws, and diverse and historical viewpoints of view.</td>
</tr>
<tr>
<td>NAEYC Standard 1: Promoting Child Development and Learning</td>
<td>CC1K4 - Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</td>
</tr>
<tr>
<td>1a Knowing and understanding young children's characteristics and needs.</td>
<td>CEC/DEC Standard 3: 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.</td>
</tr>
<tr>
<td>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</td>
<td>ECS 01 - Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families.</td>
</tr>
<tr>
<td>4a Knowing and understanding effective strategies and tools for early education</td>
<td>ECS 03 - Develop and match learning experiences and strategies to characteristics of infants and young children.</td>
</tr>
<tr>
<td>6a Engaging in continuous, collaborative learning to inform practice</td>
<td>CCDEC Standard 5: Evidence-based practices validated for specific characteristics of learners and settings.</td>
</tr>
<tr>
<td><strong>CEC/DEC Initial Standards</strong></td>
<td><strong>CEC/DEC Standard 6: Learning Environments and Social Interactions— Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement.</strong></td>
</tr>
<tr>
<td><strong>CEC/DEC Standard 4: Instructional Planning—Develop long- and short-range goals.</strong></td>
<td>CCSD 03 - Support strategies to support and enhance communication skills of individuals with exceptional learning needs.</td>
</tr>
<tr>
<td><strong>CEC/DEC Standard 9: Professional and Ethical Practice</strong></td>
<td>CCSD 07 - Develop individualized plans that support development and learning as well as caregiver responsiveness.</td>
</tr>
<tr>
<td>CCSD 01 - Demonstrate commitment to engage in evidence-based practices.</td>
<td>CCSD 07 - Develop an individualized plan that supports the child's independent functioning in the child's natural environments.</td>
</tr>
<tr>
<td>CCSD 06 - Apply evidence-based and recommended practices for infants and young children, including those from diverse backgrounds.</td>
<td></td>
</tr>
</tbody>
</table>
## Connecting Early Learning Standards with CONNECT Modules

<table>
<thead>
<tr>
<th>ELS for Preschool</th>
<th>CONNECT Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approaches to Learning</strong></td>
<td>Module 1: Embedded Interventions</td>
</tr>
<tr>
<td></td>
<td>Module 5: Assistive Technology</td>
</tr>
<tr>
<td></td>
<td>Module 6: Dialogic Reading</td>
</tr>
<tr>
<td><strong>Emotional &amp; Social Development</strong></td>
<td>Module 1: Embedded Interventions</td>
</tr>
<tr>
<td></td>
<td>Module 7: Tiered Instruction</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Development</strong></td>
<td>Module 5: Assistive Technology</td>
</tr>
<tr>
<td><strong>Language Development &amp; Communication</strong></td>
<td>Module 6: Dialogic Reading</td>
</tr>
<tr>
<td></td>
<td>Module 7: Tiered Instruction</td>
</tr>
<tr>
<td><strong>Cognitive Development</strong></td>
<td>Module 1: Embedded Interventions</td>
</tr>
<tr>
<td></td>
<td>Module 6: Dialogic Reading</td>
</tr>
<tr>
<td></td>
<td>Module 7: Tiered Instruction</td>
</tr>
</tbody>
</table>
Innovation: An Approach for Organizing Content to Incorporate EBP to Support Teacher Research

5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions
Module 6: Dialogic Reading
Step 1: Dilemma
When reading to young children in early care and education settings, is the use of dialogic reading effective in developing early language and literacy skills?
Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

- Definition/
- Demonstration of Practice

Evidence

Teaching Component
Research Summary on Dialogic Reading

What Works Clearinghouse

Early Childhood Education

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 What Works Clearinghouse: Shared Book Reading and Shared Book Reading.

Research

Four studies of Dialogic Reading met 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.

<table>
<thead>
<tr>
<th>Oral language</th>
<th>Print knowledge</th>
<th>Phonological processing</th>
<th>Early reading and writing</th>
<th>Cognition</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive effects</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Average: +9 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>Range: 6 to +48 percentile points</td>
<td>N/A</td>
<td>Range: -7 to +40 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 2 to 5 in preschool. One additional study is not included in the effect size meta-analysis because the intervention included a combination of Dialogic Reading and Sound Foundations, which does not allow the effect size of Dialogic Reading to be determined. See the section “Evidence of Dialogic Reading and Sound Foundations” and Appendix A for findings from this and related documents.

2. Findings for Dialogic Reading plus Sound Foundations” and Appendix A for findings from this and related documents.

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

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

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

*Dialogic reading* is a specific type of interactive reading that relies on a set of strategies called **PEER** (Prompt-Evaluate-Expand-Repeat) designed to create a conversation with children and help them take an active role in storytelling.
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
Video Demonstrations of the Practice

Step 1: Dilemma

Step 2: Question

Step 3: Evidence

Step 4: Decision

Step 5: Evaluation
Experience-Based Knowledge

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

Supervising Teacher’s Perspective
Pam Zornick

Parent’s Perspective
Samtra Devard

Researcher’s Perspective on Dual Language Learners
Cristina Gillanders
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

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
### CROWD Strategy Planning Sheet

<table>
<thead>
<tr>
<th>Title:</th>
<th>Illustrator:</th>
</tr>
</thead>
</table>

Create at least 2 prompts for each category for your book that you can use to prompt and build upon children's language during dialogic reading. Include the page number that corresponds to the appropriate opportunity to use each prompt.

**Completion:** The reader creates an incomplete sentence to prompt the children to come up with the appropriate response (i.e., fill-in-the-blank). (Ex: Lily's purse is _____, and she brings it _____)

**Recall:** The reader asks a question designed to help children remember key elements of the story. (Ex: What happened when Jose went back to school? What was missing from Corduroy's overalls? How did Stephanie wear her hair?)

**Open-ended:** The reader asks a question or makes a statement that requires children to describe part of the story in their own words beyond just a "yes" or "no" response. (Ex: Tell me what you think is happening in this picture. How is Josie going to carry all of those apples?)

Planning tool
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.
# Dialogic Reading Observation Form

## Introducing the Book

<table>
<thead>
<tr>
<th>Title of the Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reader says the title of the book to the children before beginning the read aloud.</td>
</tr>
</tbody>
</table>

Circle Yes or No to indicate whether this occurs.

- YES
- NO

<table>
<thead>
<tr>
<th>Author of the Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reader tells the children who the author of the book is before beginning the read aloud.</td>
</tr>
</tbody>
</table>

Circle Yes or No to indicate whether this occurs.

- YES
- NO

<table>
<thead>
<tr>
<th>Asks a Question to Build Children’s Interest</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. <em>(Ex: What do you think this book is about?)</em></td>
</tr>
</tbody>
</table>

Circle Yes or No to indicate whether this occurs.

- YES
- NO

---

**Step 1:** Dilemma  
**Step 2:** Question  
**Step 3:** Evidence  
**Step 4:** Decision  
**Step 5:** Evaluation
Read-Aloud Performance Feedback Tool

Learners should use Handout 6.5: Dialogic Reading Observation Form to evaluate their own videotaped dialogic reading session. Then, learners should give this form to their instructor to complete using Handout 6.5 and the videotaped dialogic reading session.

Name: ________________________________

Title of Book: ________________________________

Date of Dialogic Reading: ______________ Grade Level: ______________

Student: ________________________________

<table>
<thead>
<tr>
<th>Book Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
</tbody>
</table>

| Areas to Develop Further: |

<table>
<thead>
<tr>
<th>Introducing the Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
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</table>

Step 1: Dilemma  >  Step 2: Question  >  Step 3: Evidence  >  Step 4: Decision  >  Step 5: Evaluation
Students learned about dialogic reading using Module 6, then implemented the practice 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.
Example of how Module 6 has been used

Collaboration between Mollie Lloyd, Asst Professor, UNC-CH & Sharon Palsha, Clinical Assistant Professor, UNC-CH

Mollie taught the module content according to the 5-Step Learning Cycle in her Early Literacy Course (Undergraduate Seniors)

Students implemented the practice in their practica settings as part of Sharon’s practica seminar
“The children were so 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.”
Learner and Faculty Testimonies
In-service Application: CONNECT Pilot Project Using Module 3: Communication for Collaboration
CONNECT Pilot Project

• San Antonio and Bexar County Head Start Program

• 15 Head Start teachers from 3 districts, 7 sessions

• Purpose:
  – Introduce CONNECT website
  – Review, discuss and apply information in Module 3 – Communication for Collaboration
  – Obtain feedback on the content and possible continuation of use
  – Gain insightful input to improve professional development delivery
Feedback

• Survey results:
  • 46% indicated they joined to have a voice in making professional development (PD) decisions
  • 71% indicated the content was either very applicable or extremely applicable to their every day work in Head Start
  • 71% indicated they were not familiar with the 5 Step-Learning Cycle
• When asked if the information in Module 3 had been helpful, responses included:
  – “Active listening has really helped me become a better listener as a person both professionally & personally.”
  – “Realization that other departments feel a lack of communication as well.”

• When asked to describe in a few words your experience with the Pilot Project:
  – “Eye-opener: I work with kids so much sometimes I forget to work with adults too.”
  – “My experience …was great because you allowed us to actually dig into a situation & try to solve it bottom-up.”
Pair-Share

- How do you envision using CONNECT modules in your upcoming PD opportunities?
- Who might you share CONNECT modules with?
CONNECT Website

Walk through with us

Go to http://community.fpg.unc.edu
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 cycle, click on the step to read the descriptions below or watch the video clip: CONNECT Modules 5-Step Learning Cycle™.

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**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 practitioners.

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**VIDEO CLIP: CONNECT Modules 5-Step Learning Cycle™**

(1:40 minutes)
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

- Textbooks that align with CONNECT Modules
- Courses in which faculty have embedded CONNECT Modules
- Overview of CONNECT Module Development, Design, Evaluation and Implementation
- Personnel Preparation Standards & CONNECT Modules
- Brief descriptions of the CONNECT Modules

Need Help?

Contact us directly at: connect@unc.edu, post your questions to: Getting Started Q&A Discussion

Tips and Techniques >

Frequently Asked Questions >

Tell Us What You Think

Take a brief survey to let us know about your experience using the CONNECT Modules website.

Take the Survey
Getting Started?

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

More Getting Started Resources

- [Getting Started: The CONNECT Modules Website Guide](#)
- [FGP 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](#)
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Featured Discussion

**Beyond the Inner Circle: Busting Barriers to Implementation of the CONNECT Modules**
By Marilou Hyson

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 pie? Join Marilou Hyson for a discussion about barriers to module use and ways to bust through those barriers.

*Read More and Comment*

## Discussions by CONNECT Module

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<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 Ontier and Linda Robinson (10 comments) Setting: In-Service Primary discipline: Early childhood Special education Format: Face-to-Face</td>
<td>Transition and Therapy Services by Christine Myers (10+ comments) Setting: 4-year IHE Primary discipline: Occupational Therapy</td>
<td>Communication - It's more than just words by Nalize Dogan (20+ comments) Setting: Graduate Primary discipline: Early childhood Course: Families and Teams (interdisciplinary) Format: Face-to-Face</td>
<td>Using Module 4 Family-Professional Partnerships to Enhance Students Understanding of Families and the NAEYC Professional Preparation Standards by Nancy Gramann (30+ comments) Setting: 2-year IHE Primary discipline: Early childhood Course: Young Children with Special Needs Format: Face-to-Face</td>
</tr>
<tr>
<td>Embedding Module 1 into a College Course by Anima Barough (10 comments) Setting: 2-year IHE Primary discipline: Early childhood Courses: Introduction to ECE, Introduction to Special Education Format: Online and Face-to-Face</td>
<td>CONNECT Module on Transition Supports National EC Stantards by Rena Halan (20+ comments) Setting: 4-year IHE Primary discipline: Early childhood Subject: Early childhood policies</td>
<td>Using CONNECT Modules to teach graduate students how they can use evidence-based practices by Susan Fowler (10+ comments) Setting: Graduate Primary discipline: Special Education Format: Hybrid (Face-to-Face and Online)</td>
<td></td>
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</tbody>
</table>
# Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

## Module 1: Embedded Interventions

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<tbody>
<tr>
<td>1a. Knowing and understanding young children’s characteristics and needs.</td>
<td>CEC 1A4: Knowledge, skills, and behaviors needed for successful learning.</td>
</tr>
<tr>
<td><strong>NAEYC Standard 2: Using Developmentally Effective Approaches to Connect with Children and Families</strong></td>
<td><strong>CEC/DEC Standard 2: Individual Learning Differences</strong>—Understanding the unique needs of each child.</td>
</tr>
<tr>
<td>4b. Knowing and understanding the effectiveness of strategies and tools for early education.</td>
<td>CEC 2A2: Knowledge, skills, and behaviors needed for successful learning.</td>
</tr>
<tr>
<td><strong>NAEYC Standard 6: Becoming a Professional</strong></td>
<td><strong>CEC/DEC Standard 3: Instructional Strategies</strong>—Knowledge, skills, and behaviors needed for successful learning.</td>
</tr>
<tr>
<td>6c. Engaging in continuous, collaborative learning to improve practice.</td>
<td>CEC 3A2: Knowledge, skills, and behaviors needed for successful learning.</td>
</tr>
<tr>
<td>6d. Integrating knowledge and skills on early childhood development and learning.</td>
<td>CEC 3A4: Knowledge, skills, and behaviors needed for successful learning.</td>
</tr>
</tbody>
</table>

**CONNECT 2012**

http://connect.fpg.unc.edu
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".

- **Modules**: Connect to Connect Modules.

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**Discussion**

- CONNECT Module 5: Assistive Technology Interventions in an Online Course
- How have you engaged students to learn about effective practices in an online environment? Kathy Allen from Blue Ridge Community College shares her experience on using CONNECT Module 5 with her students. Read more...

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**News and Announcements**

- CONNECT Module 6: Dialogic Reading Practices
- Meet Tanaka, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class. Read more...

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**CONNECT Modules Workshop**

- Discussion Board
- The CONNECT team enjoyed meeting
For Instructors

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, OSEP indicators and outcomes, and downloadable versions of videos 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 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.

In this module, learners watch videos portraying the real world dilemma of how a father and teacher work together to develop a trusting partnership. Learners are asked to describe the dilemma in an activity following the videos.
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Activities & Guides

- Step 1: Dilemma
- Step 2: Question
- Step 3: Evidence
- Step 4: Decision
Activities & Guides

- **Step 1: Dilemma**

- **Step 2: Question**

- **Step 3: Evidence**

- **Step 4: Decision**
  - **Activity 4.11a: Consider the unique contexts**  
    Activity Guide 4.11a: Consider the unique contexts [Level-Intermediate]
  - **Activity 4.12a: Use evidence-based practice decision-making**  
    Activity Guide 4.12a: Use evidence-based practice decision-making [Level-Intermediate]
  - **Activity 4.13a: Create an implementation plan to develop a trusting partnership with Aaron**
    Activity Guide 4.13a: Create an implementation plan to develop a trusting partnership with Aaron [Level-Intermediate]
Step 1: Dilemma

Step 2: Question

Step 3: Evidence

Step 4: Decision

Step 5: Evaluation
The Resource Library allows you to browse through all of the learner module resources consisting of documents and media files. You can search by keywords (age, content area, etc.) for specific resources using the Keyword Search. Use the Guided Search to search for resources by module, step within the module, or tags. Both searches return results that allow for advanced search options found in the right column of the Resource Library page.

### Keyword search

<table>
<thead>
<tr>
<th>Search Term</th>
<th>With all of the words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Search</td>
<td></td>
</tr>
</tbody>
</table>

### Guided search

**Resource Type**
- Activity (77)
- Video (62)
- Handout (55)
- Audio (38)

**Module**
- Module 1: Embedded Interventions (55)
- Module 2: Transition (40)
- Module 3: Communication for Collaboration (23)
- Module 4: Family-Professional Partnerships (36)
- Module 5: Assistive Technology Interventions (38)
- Module 6: Dialogic Reading Practices (34)

**Module Step**
- Step 1: Dilemma (17)
- Step 2: Question (7)
- Step 3: Evidence (144)
- Step 4: Decision (47)
- Step 5: Evaluation (11)

**Tags**
- family (60)
- embedded interventions (54)
- collaboration (53)
- communication (53)
- age 3-8 (48)
- center-based (39)
- transition (30)
- planning and facilitation tools (24)
- partnership-oriented practices (23)
- peer support (17)
- home-based (15)
- research (15)
- age 0-3 (14)
- policy (12)
Email: connect@unc.edu
Do you have additional ideas about how you may use the modules?
Coming Soon: CONNECT Online Courses

WOW!
Self-paced and self-guided plus my teachers can earn CEU or training credits too!

In partnership with:
Coming Soon: Foundations of Early Childhood Inclusion - Training Curriculum for Professional Development Providers

Foundations of Inclusion Policy Advisory:
Rights for Children, Parents, and Teachers Related to Inclusion

Children's rights under the American with Disabilities Act (ADA) 1990 include the following:
(Quoted: Child Care Lane Center, 2001, http://www.childcarelane.org)
- Children with disabilities are entitled to access and educational programs approved for general education students
- Educators must modify learning environments to enable students with disabilities to benefit from public schools
- Educators must base eligibility decisions on whether students have disabilities
- Students must make reasonable accommodations, unless burden or interference with program participation

Parents' rights under provisions with Children's Education Amendments Act, IDEA, and related oversight:
- Parents have a right to participate in all decisions made about their child's education and care
- Parents have a right to炷ste peer professionals who care for their children and provide a
  reasonable cost to promote development and social services of program. These policies include:
- participate in the planning, implementation, and evaluation of their child's education
- participate in the planning and implementation of their child's educational, medical, and
  placement decisions
- informed of their rights to object to an intervention, including, and
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- informed of the rights to review and determine the education and medical
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Stay CONNECTed

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Got tech questions?: connect@unc.edu
Thank You