Voices from the Field: Integrating CONNECT Modules into Your Professional Development

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http://community.fpg.unc.edu
Context: The Great American Workforce

Source: http://www.flickr.com/photos/mrsdkrebs/5903152720/
Context: Increased Focus on Individualizing for Each and Every Child
Context: Child Care Professionals are Expected to Use Evidence-Based Practice
Dilemma example

Child care teacher’s perspective (Jackie)

Parent’s perspective (Christine)
Context: Faculty and PD Providers are Expected to Incorporate EBP into their Work
Evidence-Based Practice is......

identifying specific research-based practices that have been validated through a rigorous review process. A decision-making process that integrates the best available research evidence with family & professional wisdom & values.

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005
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.
What are some of the challenges you face every day related to educating high needs children, especially those with disabilities?
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)
Innovation: An Approach for Organizing Content to Incorporate EBP into PD

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

Teaching Component

Evidence
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 WWC intervention reports on Interactive 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/writing</th>
<th>Cognition</th>
<th>Math</th>
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<tbody>
<tr>
<td>Positive effects</td>
<td>N/A</td>
<td>No discernible effects</td>
<td>N/A</td>
<td>N/A</td>
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<td>Average: +9 percentile points</td>
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<td>Range: 7 to +40 percentile points</td>
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</table>

1. To be eligible for the WWC's review, the Early Childhood Education (ECE) interventions had to be implemented in English in centralized settings with children aged 2 to 4 or in preschool. One additional study is not included in the overall effectiveness ratings because the intervention included a combination of Dialogic Reading and Sound Foundations, which does not allow the effects of Dialogic Reading alone to be determined. See the section titled “Findings for Dialogic Reading plus Sound Foundations” and Appendix A4 for findings from this and a related document.

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

3. These numbers show the average and the range of improvements indices for all findings across the studies.

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

NECT – 2011
//community.fpg.unc.edu/connect-modules
**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

Supervising Teacher’s Perspective

Parent’s Perspective

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

Parent’s Perspective

Researcher’s Perspective on Dual Language Learners

Parent’s Perspective

Researcher’s Perspective on Dual Language Learners

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

CONNECT
CROWD Strategy Planning Sheet

Title:  
Illustrator:  

Author:  

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

| Title of the Book |  
|-------------------|---|
| The reader says the title of the book to the children before beginning the read aloud. | [Circle Yes or No to indicate whether this occurs.]
| Author of the Book |  
|-------------------|---|
| The reader tells the children who the author of the book is before beginning the read aloud. | [Circle Yes or No to indicate whether this occurs.]
| Asks a Question to Build Children’s Interest |  
|-------------------|---|
| The reader asks the children at least one question before beginning to read the book to build the children’s interest in the story. (Ex: What do you think this book is about?) | [Circle Yes or No to indicate whether this occurs.]

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**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>
</tbody>
</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.
Learner and Faculty Testimonies
Inservice Application: CONNECT Pilot Project Using Module 3: Communication for Collaboration

Rhonda Roach, Senior Management Analyst
Liza Contreras, Management Analyst
Module 3:
Communication for Collaboration
Video Demonstration of Attending and Active Listening
Example of Resources from Module 3

Delineation of practices into strategies

Checklist for monitoring use of practice
San Antonio & Bexar County Head Start Program Information

- Funded enrollment - 6,789 children and families

- Funding - $48,542,305 program operations
  $605,617 T&TA

- City of San Antonio Head Start Grantee for over 30 years

- Department of Human Services, Head Start Division manages program operations
San Antonio & Bexar County Head Start Program Information

• 2009 began implementation of new program model with eight contracted Service Providers

• Center based program option

• 102 satellite and school district based centers in 12 school districts

• 6,296 children - full day services
  493 children - part day services
San Antonio & Bexar County Head Start Service Provider Model

**City of San Antonio**
Governance, Program Design and Management, Monitoring

- Head Start Administrator, Content Support Staff, Monitoring Staff & PDM Staff

**Education Service Providers**
- AVANCE – San Antonio
- Edgewood ISD
- Education Service Center – Region 20
- Family Service Association
- San Antonio ISD

- Head Start Director, ERSEA Coordinator,
  Education Coordinator, Disability Coordinator,
  Health Coordinator, Nutritionist, Monitors,
  Specialized Data Entry Clerks, Teachers, Teacher Assistants

**CHCS**
Mental Health
- Mental Health Coordinator,
  Licensed Professional Counselors, Therapists

**UHS**
- Medical Exams for Referred Children and Lead Testing
- Nurses, Data Entry Clerk

**Metro Health**
Dental Services
- Dental Coordinator, Dentist, Dental Assistants, Data Entry Clerks

**Family & Community**
- AVANCE – San Antonio
- Family Service Association
- Family Service Workers, Family Development Workers
How Using CONNECT Started

- Participated in National Early Childhood Inclusion Institute 2012
- Attended Pre-Institute – Transforming Your Professional Development: Applying an evidence-based practice approach
- Found value in CONNECT modules & wanted to explore utilization within the San Antonio & Bexar County Head Start Program
- Began conversations with leadership team about CONNECT
- Desired intentional systematic approach
- Proposed pilot with teachers to gather firsthand information on content & possible delivery options
Education Advisory Committee

- Leaders from area universities, colleges and community based organizations
- November 2012 - Review CONNECT website and modules with close review of Module 3 – Communication for Collaboration
- February 2013 – Work group & debriefed on four focus areas
  - Access
  - Content topic
  - Delivery
  - Recommendations
- Information will be used in conjunction with the outcomes from the pilot evaluations to build implementation plan
- June 2013 – Report outcomes from pilot & introduce implementation plan
CONNECT Pilot Project

• Who: 15 teachers from 3 districts

• When: 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
  – Identify strengths and weaknesses of the delivery of Module 3 – Communication for Collaboration
  – Gain insightful input to improve professional development delivery
# Pilot Project Timeline

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Responsible Parties</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce to Directors</td>
<td>City Staff</td>
<td>1/10/13</td>
</tr>
<tr>
<td>Formal presentation to Directors &amp; Ed Staff</td>
<td>City Staff &amp; Region 20</td>
<td>1/17/13</td>
</tr>
<tr>
<td>Pilot Expectations 5 Step Learning Cycle Into Module 3</td>
<td>Region 20 &amp; City Staff</td>
<td>2/12/13</td>
</tr>
<tr>
<td>Review dilemma videos Intro dilemma questions</td>
<td>Region 20 &amp; City Staff</td>
<td>2/26/13</td>
</tr>
<tr>
<td>Review Evidence Group check point</td>
<td>Region 20 &amp; City Staff</td>
<td>3/6/13</td>
</tr>
<tr>
<td>Formulate decision based on evidence</td>
<td>Region 20 &amp; City Staff</td>
<td>3/19/13</td>
</tr>
<tr>
<td>Develop communication plan – based on evidence</td>
<td>Region 20 &amp; City Staff</td>
<td>4/2/13</td>
</tr>
<tr>
<td>Evaluation of communication plan &amp; group PD discussion</td>
<td>City Staff</td>
<td>4/16/13</td>
</tr>
<tr>
<td>Evaluation &amp; Reflection Celebrate successes</td>
<td>Region 20 &amp; City Staff</td>
<td>5/7/13</td>
</tr>
</tbody>
</table>
Expectations of Teacher Participants

• Attend sessions

• Participate in discussions

• Complete all assignments

• Complete survey

• Receive
  – Professional development hours
  – Classroom purchase incentive
A Committed Group
Survey Results

• 18 questions

• 14 of 14 responded to survey

• 46% indicated they joined to have a voice in making professional development (PD) decisions

• 71% indicated meeting face-to-face was either very important or extremely important

• 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

• 77% indicated they were very likely to use the 5 Step-Learning Cycle “once they got the hang of it”
Survey Results

• 76% indicated they were very likely to use the communication strategies provided in Module 3

• 79% indicated they had used the communication strategies once or twice from Module 3
  – 21% indicated using some information everyday

• 50% indicated communication strategies as the most used component of Module 3
  – 29% - indicated using the developed communication plan

• 86% preferred a combination of both online & face-to-face meetings as a delivery style for future CONNECT modules

• 100% indicated they were likely, very likely or sign-me up for future participation of CONNECT cohorts
Survey Results

• 71% indicated a group discussion would be most helpful as a follow up to the Pilot Project

• 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. I would also like to see examples of situations that are not good…”
Additional Comments from Participants

The communication skills are excellent. I apply them to my everyday life. Anonymous

Very helpful experience – it helped me to improve communication with professionals and with parents. - Traci Atkinson Harris

Yes, This is my second year teaching. If I had attended the PILOT my first year I would have had more experience in collaborating with other professionals. Anonymous

I enjoyed the pilot it helped me to be a better professional and be more cognizant of how I behave. Scherrie Jackson

It has helped me communicate better with my coworkers, parents and even in my personal life with family, friends and acquaintances. Anonymous
Next Steps

• Analyze survey data & feedback from Education Advisory Committee

• Create implementation plan for 2013-2014

• Share with Education Advisory Committee

• Provide plan to staff at annual pre-service August 2013
Small Group Discussion

Applying ideas to your own dilemma
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 Americans with Disabilities Act (ADA), 1990, include the following: (Source: Child Care Law Center, 2007, http://www.childlaw.org/)
- Children with disabilities are entitled to equal access to all early childhood (Head Start and preschool programs) and child care facilities (center-based and family child care).
- Programs cannot create eligibility standards that discriminate against or screen out children with disabilities.
- Programs must make reasonable accommodations on an individual basis to allow everyone to participate in the services and opportunities offered.

Parents’ rights: Under Individuals with Disabilities Education Improvement Act (IDEA), include the following: (Source: National Dissemination Center for Children with Disabilities, 2010, http://ideapub.org/)
- Parents have meaningful opportunities to participate in all decisions made about their children’s education and services.
- Parents are guaranteed certain procedural safeguards that protect their rights and provide a mechanism to resolve any disputes about services or programs. These safeguards include:
  ✓ Complete explanation of all the procedural safeguards available under IDEA and the procedures in the state for presenting complaints.
  ✓ Confidentiality and the right of parents to inspect and review the educational records of their child.
  ✓ The right of parents to participate in meetings related to the identification, evaluation, and placement of their child.
  ✓ The right of parents to obtain an independent educational evaluation (IEE) of their child.
  ✓ The right of parents to receive “prior written notice” on matters relating to the identification, evaluation, or placement of their child.
  ✓ The right of parents to give or deny consent before the school may take certain actions with respect to their child.
  ✓ The right of parents to disagree with decisions made by the school.
  ✓ The right of parents and schools to use IDEA’s mechanisms for resolving disputes, including the right to appeal determinations.

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child care resources inc.

UNC
PFG Child Development Institute
Stay CONNECTed

http://community.fpg.unc.edu

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