

CENTERS OF EXCELLENCE FOR YOUNG CHILDREN WITH DISABILITIES



System of Regional
Professional Development

Vision

CONNECT-SUPPORT-EMPOWER

Mission

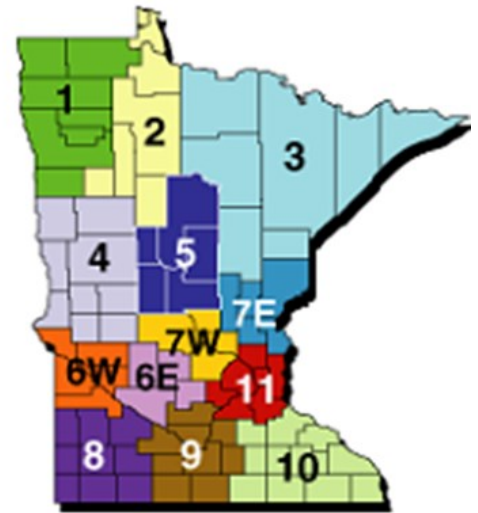
The mission of the Minnesota Centers of Excellence for Young Children with Disabilities is to partner with and support local early childhood special education leaders and programs to improve positive outcomes for children and families

Goal of the CoE

Our goal is to promote evidence-based innovations that are installed using the frameworks of Active Implementation Science. We recognize quality program practices require ongoing support and development. Therefore the CoE will:

- ⇒ Build professional development strategies on current research and adult learning theories
- ⇒ Use frameworks of Active Implementation Science to install innovations as designed and assure fidelity
- ⇒ Partner with local leaders as they support professionals to acquire necessary understanding and skills to help young children with disabilities grow and develop
- ⇒ Support the creation of program-wide quality improvement through self-assessment and DEC recommended practices
- ⇒ Enhance regional coaching and training capacity.

Professional Development Facilitators are regionally located throughout Minnesota to connect, support, and empower ECSE leaders and programs



Locate your regional PDF, find contact information, and discover many more resources on

www.mncoe.org

Professional Development Facilitators will:

⇒ CONNECT with Local Programs

- Connect quarterly or more
- Provide updates
- Promote connections
- Act as a liaison to/from MDE

⇒ SUPPORT Program-Wide Quality Improvement Planning

- Review program information, such as INSPIRE ACTION, COSF and/or Family Outcome Survey data
- Help identify program strengths and needs
- Assist with planning for program quality improvement
- Support use of Plan-Do-Study-Act cycles
- Help locate resources

⇒ EMPOWER Programs to Implement Innovations

- Guide programs through the exploration process
- Support installation through external coaching supports, such as reviewing data, creating systems for program wide adoption and ongoing problem solving

Contact

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FOUNDATIONAL RESOURCES

- Inclusion Practices
- Child Outcome Summary (COSF)
- Typical Child Development
- Cultural and Linguistic Diversity
- Service Coordination Modules
- Authentic Assessment
- And more!

INNOVATIONS

Pyramid Model TACSEI (B-5)

Framework for supporting social competence and preventing challenging behavior in young children.

Emphasizes building positive relationships with children and families, creating supportive environments, intentionally teaching social skills and individualizing interventions when needed.

Family-Guided-Routines-Based-Intervention (B-2)

Approach to early intervention which incorporates developmentally appropriate skill building into daily routines in the child's natural environment.

FGRBI focuses on supporting and coaching the child's caregivers, building their confidence and competence.

Classroom Engagement Model (3-5)

Framework for improving child outcomes in preschool classrooms by increasing the engagement of every child through a functional needs assessment, research-based teaching practices, collaboration between all team members and data-driven decision-making.



MINNESOTA CENTERS OF EXCELLENCE
For Young Children With Disabilities