Evidence-Based Practices to Support High Quality Inclusion

CONNECT & NPDCI
FPG Child Development Institute
National Inclusion Institute
May 17, 2011
What is NPDCI?

The goal of NPDCI is to assist states in developing cross-sector professional development plans to increase opportunities for high quality preschool inclusion.
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What is CONNECT?

CONNECT is developing web-based modules to support early childhood professional development.

CONNECT Modules are practice-focused and designed using an evidence-based practice approach to professional development.
Now Available

- Module 1: Embedded Interventions (English and Spanish versions)
- Module 2: Transition (English and Spanish versions)
- Module 3: Communication for Collaboration
- Module 4: Family-Professional Partnerships

COMING SOON

- Assistive Technology
- Interactive and Dialogic Reading
- Tiered Approaches
  - Social emotional
  - Academic practices
- Spanish translation of Modules 3-7
Define key features of high quality inclusion

Identify and demonstrate evidence-based inclusive practices linked to standards

Introduce FREE resources for faculty & PD providers to support inclusion
Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Topic: an increasingly number of infants and young children with and without disabilities play, develop, and learn together in a variety of places—homes, early childhood programs, neighborhoods, and other community-based settings. The nation needs children with disabilities and their families are full members of the community; redefining special values about providing opportunities for development and learning is a sense of belonging for every child. It also raises a question against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion. The last three decades of federal legislative-inclusion efforts have fundamentally change the way we think about early childhood services. Ideally, inclusion takes many different forms and implementations of a wide variety of factors, questions present about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

To date, a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of services and supports are necessary to achieve high-quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. This definition was designed not as a licensing tool for determining whether a program can be considered inclusive, but rather as a blueprint for identifying the key components of high-quality inclusion programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.

A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)
Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.
Three Defining Features of Inclusion

ACCESS

PARTICIPATION

SUPPORTS
How Do We Move from Position Statements & Standards to PRACTICE?

It’s just a piece of paper.
Moving from Position Statements and Standards to Practice

- Define each broad feature of inclusion
- Connect to personnel preparation standards and research-based practice
- Demonstrate the research-based practice

For each of the 3 features of inclusion
Access – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.
## Access: Connecting Personnel Preparation Standards to Practices

<table>
<thead>
<tr>
<th>Standards</th>
<th>Research-Based Practices</th>
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<tbody>
<tr>
<td><strong>CEC/DEC Standards #5, 6, &amp; 7:</strong></td>
<td></td>
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<tr>
<td>▪ Learning Environments and Social Interactions</td>
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<td>▪ Language</td>
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<tr>
<td>▪ Instructional Planning</td>
<td>Assistive Technology (Campbell et al., 1996)</td>
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<td><strong>NAEYC Standards #1 &amp; 4:</strong></td>
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Assistive technology (AT) interventions involve a range of strategies to promote a child's access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment. Combining AT with effective teaching promotes the child's participation in learning and relating to others.

Source: CONNECT Module 5: Assistive Technology
Demonstration of AT
Participation – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.
## Participation: Connecting Personnel Preparation Standards to Practices

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<tr>
<td><strong>CEC/DEC Standard #4:</strong></td>
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<tr>
<td>- Instructional Strategies</td>
<td>Embedded interventions (Snyder, Hemmeter, Sandall, &amp; McLean, 2007)</td>
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<td><strong>NAEYC Standard #4:</strong></td>
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<tr>
<td>- Using Developmentally Effective Approaches to Connect with Children and Families</td>
<td>Dialogic reading (Doing What Works)</td>
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Embedded interventions are specially designed practices that are used to promote children’s engagement, learning, and independence in everyday activities, routines, and transitions in the classroom, home, and community.

Source: CONNECT Module 1: Embedded Interventions
Demonstrations of Embedded Interventions
Supports – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.
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<td>• Collaboration</td>
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<tr>
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<td><a href="example">related research</a></td>
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<td><strong>NAEYC Standard #2:</strong></td>
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<tr>
<td>• Building Family and Community Relationships</td>
<td>Communication for collaboration (Nobile &amp; Drotar, 2003)</td>
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<td></td>
<td>Family-professional partnerships (Dunst, Trivette, &amp; Hamby, 2007)</td>
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CONNECT Modules
Professional development focused on Inclusion Practices

Evidence-Based Inclusion Practices
An Approach for Incorporating EBP into PD

5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions
Module 3: Communication for Collaboration
Step 1: Dilemma

Teacher’s perspective (Shawanda)

Speech Therapist’s perspective (Ashley)
Step 2: Question

For early childhood professionals, are communication practices effective in promoting collaboration with other professionals and families?
Step 3: Evidence

- Research
- Policies
- Experience-based knowledge
- Define & demonstrate practices
Research Summary

RESEARCHERS at Case Western Reserve University conducted a review of the literature on communication practices between health care providers and patients. A total of 15 studies examined the relationship between parent-provider communication and health care outcomes, eight additional studies examined the effects of strategies designed to improve communication between parents and providers. Here is what the researchers learned from their review of these studies.

How were the communication practices defined and implemented?

Communication practices were defined and implemented differently across all of the studies in this review. A single, agreed-upon definition of effective communication practices does not exist in this literature. However, some of the most widely mentioned communication practices across studies involved providers listening in ways that demonstrated respect, attention, empathy, and support, reflecting others’ feelings or concerns, and sharing information that parents perceived as relevant and useful.

What were the characteristics of the participants and settings in the research on communication practices?

The communications between health care providers and parents all took place in health care clinics or hospitals that served pediatric patients ranging in age from infancy to 14 years of age. The children were under the care of a pediatrician or health care provider for a variety of reasons including well-child visits and sick-child examinations and treatment. Some of the children also had diagnosed developmental delays or disabilities.

What factors were associated with improved communication practices and positive outcomes related to these practices?

The review found that the following factors in at least some studies were associated with improved communication between parents and health care providers: sharing information, asking questions, being clear, avoiding jargon, explaining both written and verbal forms of information, and involving children and parents in the decision-making process.

The majority of studies found that the use of effective communication practices increased parental satisfaction and improved communication between parents and providers.
Policy Advisory
The Law Affecting Communication Among Professionals

Effective communication among professionals is critical to building collaborative relationships. Both the Individuals with Disabilities Education Act (IDEA) and the Head Start Program Performance Standards contain policy related to communication among professionals. IDEA is the federal law that governs the education of children with disabilities, including developmental delays. Part C of IDEA authorizes the federal government and state governments to act on behalf of infants and toddlers born to these (20 U.S.C. 1401). Part B authorizes them to act on behalf of young children through to age three with disabilities (20 U.S.C. Part B). The Head Start Program Performance Standards have been designed to provide Head Start programs with expectations, guidelines, and support related to the quality of services they provide.

Considerations pertaining to communication

IDEA and Head Start Performance Standards both focus on the importance of collaboration. To comply with these policies it is important to do the following:

1. Learn about the eligibility and IEP/IFSP processes and actively participate in these processes especially if requested families or required by law.

2. Use effective communication practices to build and sustain collaborative relationships with families and other professionals serving children with whom you work.

3. Include at least one regular educator of the child on the evaluation team and the IEP team. Early educators have the right to be part of IFSP teams, if requested by the family.

What does IDEA require with respect to communication?

Significantly, neither Part C nor Part B of IDEA directly and explicitly addresses communication among professionals. But both do so indirectly by providing that professionals must be on teams that evaluate children for IDEA eligibility and teams that develop their IEP/IFSP. The statutory requirement for these teams is meaningful if professionals have access to the necessary information to participate fully in the development of the child's IEP/IFSP. Connect - 2005

Policy Advisory
The Law Affecting Communication Among Professionals

- 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
Effective communication with professionals and families consists of specific communication strategies that can be organized into the following three categories: (1) attending and active listening; (2) seeking and verifying; (3) and joining and supporting.

Source: CONNECT Module 3: Communication for Collaboration
Demonstrations of Practice

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Checklist for monitoring use of practice

Communication Strategies Observation Checklist

This checklist is designed to be used to observe and identify basic communication practices. For each item, check each time you observe a practice in the box provided. Make notes in the space provided about examples you observed within each of the 5 broad categories.

Attending and Active Listening

- Body language
  - Using posture, eye contact, gestures and other non-verbal movements to show openness, interest and concern.

- Reflecting content and feelings
  - Using your own words to identify the content and feelings in a message in one way to let the speaker know you understand.

- Encouraging and affirming
  - Acknowledging the speaker through simple verbalizations encourages the speaker to continue.

Make notes about examples of attending and active listening you observed.

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

Evidence
- Research
- Policies
- Experience-based knowledge

Unique Perspectives & Contexts of the Dilemma

Integrate

Decision
Implementation Plan

Implementation plan for seeking and verifying information from the therapist

Name
Date

Instructions

Complete the implementation plan to show how Shonawade (the teacher) will use specific communication strategies to help her seek and verify information in future meetings with Ashley (the therapist). Note that Shonawade can also use other communication strategies related to attending and active listening, or policing and supporting while she is seeking and verifying information.

Communication Goal

1. Learn more about how Ashley (the therapist) views how the (principal) views how work together to address David’s goals in the classroom.

Communication Strategies

- Open-ended questions:
- Clarifying and validating:
- Summarizing:

Notes

- Open-ended questions:
- Clarifying and validating:

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

- Determine if the communication strategies were implemented
- Determine if the communication strategies were effective
- Use the results to improve future communication practices
Module 4:
Family-Professional Partnerships
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<th>CONNECT Modules / Evidence-Based Practice</th>
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<td>PARTICIPATION</td>
<td><strong>CEC/DEC Standard #4:</strong> Instructional Strategies <strong>NAEYC Standard #4:</strong> Using Developmentally Effective Approaches to Connect with Children and Families</td>
<td>Module 1: Embedded Interventions Module 6: Dialogic Reading</td>
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<td><strong>CEC/DEC Standard #10:</strong> Collaboration <strong>NAEYC Standard #2:</strong> Building Family and Community Relationships</td>
<td>Module 2: Transition Module 3: Communication for collaboration Module 4: Family-professional partnerships</td>
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In summary, you...

- learned a definition of inclusion,
- saw a demonstration of practices that support the 3 essential features of inclusion,
- know about an evidence-based practice approach to PD, and
- got some free resources to implement PD on inclusion
Additional Resources

Early Childhood Inclusion

A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

Two major early childhood organizations, DEC and NAEYC, created a joint definition and position statement on early childhood inclusion through a process facilitated by the National Professional Development Center on Inclusion (NPDCI). Return here often to discover new resources and examples for using these resources to improve early childhood services.

Position Statement Documents
- Full Version
  - pdf | spanish pdf | large print pdf | mp3 | spanish mp3
- Summary:
  - pdf | spanish pdf | large print pdf | mp3 | spanish mp3

How was it developed?
- Validation Process

Who's talking about it?
- Blog:
  - "Short, Sweet, and Useful" by Camilla Colan

http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion
Foundations of Inclusion Birth–Five

http://community.fpg.unc.edu/connect
Recommendations for Building High Quality Inclusion

1. Create high expectations for every child to reach his or her full potential.
2. Establish a system of services and supports.
4. Revise program and professional standards.
5. Achieve an integrated professional development system to support inclusion.
6. Make evidence-based practice the centerpiece of professional development.
For Discussion

- How can you use these resources?
- Who else needs to know about this information?
- With whom will you share this information? How?
- In what ways do you hope faculty, administrators, teachers, family members, and other colleagues will use these resources?
Resources


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

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

http://community.fpg.unc.edu/resources/topics/early-childhood-inclusion

NPDCI website
http://community.fpg.unc.edu/npdci

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Early Childhood Community

Pose a Question. Share a Challenge. Contribute Ideas.