
MAKING IT REAL: USING FIELD-BASED AND PRACTICE-BASED EXPERIENCES IN PERSONNEL PREPARATION

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FYI FOR OUR PLANNING...

- **Abstract (50 words) for conference program**
- This panel presentation will describe engaging, evidence-based methods for preparing EC/ECSE personnel using practice-based experiences. Strategies include field placement, video analysis, self-analysis, peer and faculty coaching, and case study. Practice-based experiences will be aligned closely with DEC RP and CEC preparation standards. Challenges, suggestions, and free resources will be discussed.



EVIDENCE-BASED, PRACTICE-BASED METHODS FOR PERSONNEL PREPARATION



PRACTICE-BASED EXPERIENCES DEFINED

“Practice-based experiences - pairing course instruction with opportunities to apply (i.e., practice) the skill in a relevant context – are powerful tools to prepare teachers at the pre-service level”

(Benedict, Holdheide, Brownell, & Foley, 2016)

VIDEO EXEMPLARS & ANALYSIS (OTHERS)

FIELD EXPERIENCE

- Definition?
- Examples of how we use?
- What information will be most useful for these slides?



ROLE-PLAY

SELF-ANALYSIS (VIDEO)



PEER & FACULTY COACHING

(IN UNIVERSITY SETTING)



FACULTY COACHING (IN FIELD PLACEMENT)

CASE STUDY



DEC RECOMMENDED PRACTICES

Leadership (L), L9. Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.

Instruction (INS) INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult - child interactions and instruction intentionally designed to promote child learning and development.



DEC Recommended Practices in Early Intervention/Early Childhood Special Education

The Division for Early Childhood of the Council for Exceptional Children

www.dec-spel.org

April 14, 2014

INTRODUCTION

The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The purpose of this document is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them. The DEC Recommended Practices support children's access and participation in inclusive settings and natural environments and address cultural, linguistic, and ability diversity. They also identify key leadership responsibilities associated with the implementation of these practices.

The DEC Recommended Practices are based on the best-available empirical evidence as well as the wisdom and experience of the field. The practices are organized into eight topic areas, but they should be viewed holistically across the topic areas. Family Practices, for example, are grouped in one topic area but are fundamental to all of the topic areas. We believe that when practitioners and families have the knowledge, skills, and dispositions to implement these practices as intended, children who have or are at risk for developmental delays/disabilities and their families are more likely to achieve positive outcomes, and families and practitioners are more likely to help children achieve their highest potential.

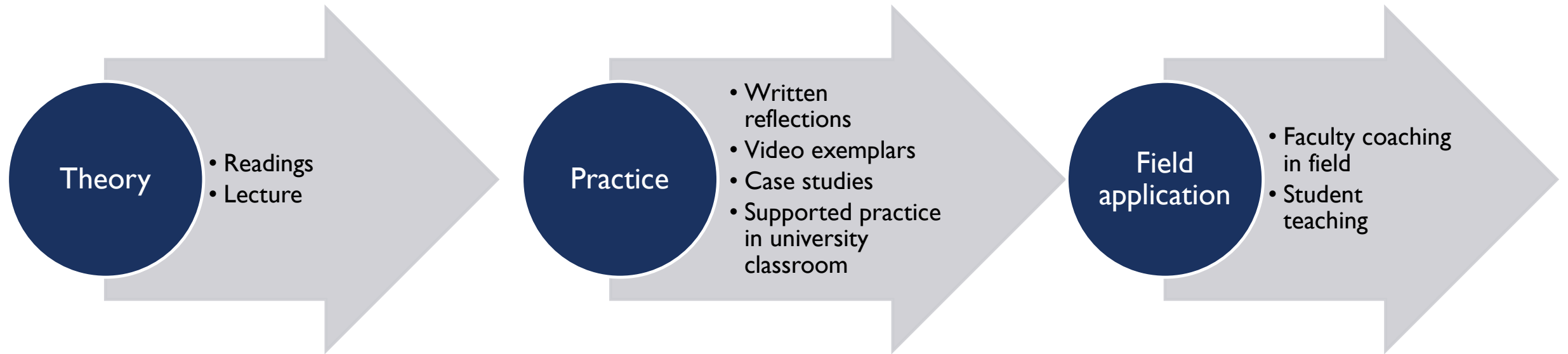
While developmentally appropriate practices are the foundation of quality programs for all young children and families (Copple & Bredekamp, 2009), we believe that young children who have or are at risk for developmental delays/disabilities often need more specialized practices that allow them to participate and engage meaningfully in their daily living routines and learning activities. While we acknowledge the important role of developmentally appropriate practices in the education and care of all children, we do not include those foundational practices in this document. The purpose of the DEC Recommended Practices is to highlight those practices



COURSE ASSIGNMENTS ALIGNED WITH FIELD EXPERIENCE & PRACTICAL APPLICATION



BLENDING READING, LECTURE, HOMEWORK, AND PRACTICE-BASED EXPERIENCES



EXAMPLES OF COURSE ASSIGNMENTS

- Do we want to separate this out or cover as we discuss the various strategies?



FREE RESOURCES



TEACHING RESOURCES

ECTACenter The Early Childhood Technical Assistance Center

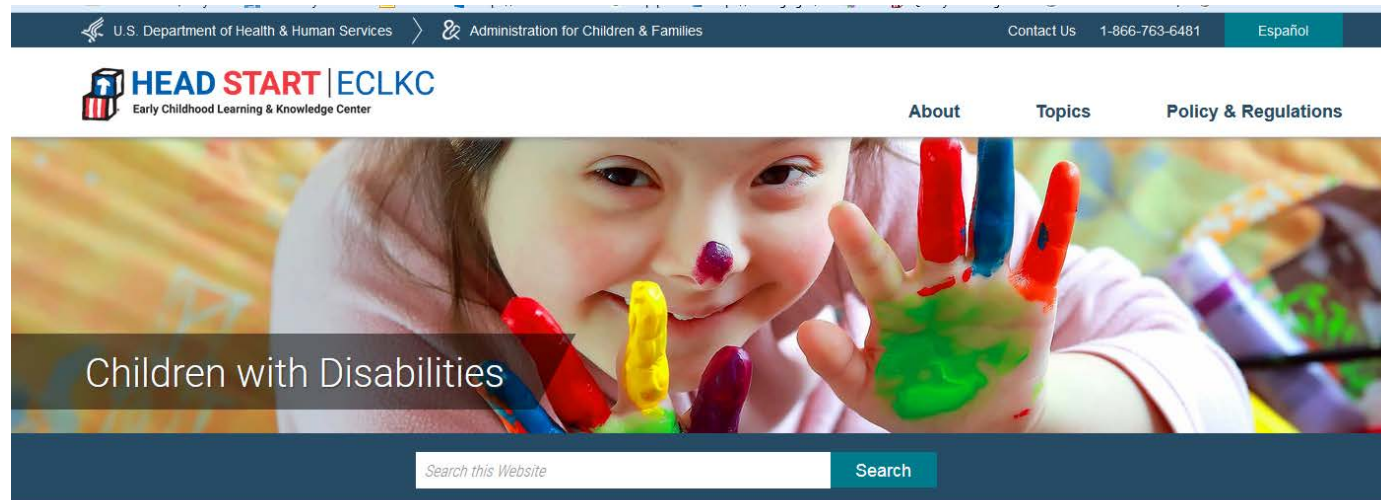
- Checklists of DEC RP
- Video clips

The screenshot shows the ECTACenter website interface. At the top, the logo 'ECTACenter' is displayed in a large, blue, serif font, with the tagline 'The Early Childhood Technical Assistance Center' and 'Improving Systems, Practices and Outcomes' below it. A search bar with 'Google Custom Search' and a 'Search' button is located in the top right. A navigation menu includes links for 'Part C', 'Section 619', 'Contacts', 'Topics A-Z', 'Events', 'Research & Reference', 'Publications', 'eNotes', and 'For Families/Para Familias'. Below this, a secondary menu lists 'System Framework', 'DEC Recommended Practices', 'Implementation Process', 'Implement & Scale Up EBP', 'SSIP', and 'Outcomes Measurement'. The main content area is titled 'RP Products by Type: Performance Checklists'. On the left, a sidebar menu lists 'Products for Using the DEC Recommended Practices' (with sub-items 'Development and Purpose'), 'RP Products by Type' (with sub-items 'Performance Checklists', 'Illustrations', 'Practice Guides for Practitioners', 'Practice Guides for Families', 'Online Modules'), 'RP Products by Topic' (with sub-items 'Leadership', 'Assessment', 'Environment', 'Family', 'Instruction', 'Interaction', 'Teaming & Collaboration', 'Transition'), 'DEC Recommended Practices: Online Edition', 'Presentations & Webinars', and 'aRPy Ambassadors'. The main content area features a yellow callout box with a clipboard icon containing a checklist. The text in the callout box states: 'These **Performance Checklists** are intended for practitioners (and leaders where noted) to increase their understanding and use of the DEC Recommended Practices and for self-evaluation of one's use of the practices. [Read more about how we developed these checklists...](#)' Below this, it says 'The Checklists are listed below by the DEC Recommended Practices topics:' followed by a row of links: 'Leadership', 'Assessment', 'Environment', 'Family', 'Instruction', 'Interaction', 'Teaming and Collaboration', and 'Transition'. Under the 'Leadership Checklists' section, there are three items: 'Collaboration in Leadership Checklist', 'Motivation and Guidance in Leadership Checklist', and 'Vision and Direction in Leadership Checklist', each with a 'View Description' button. Under the 'Assessment Checklists' section, there are two items: 'Informed Clinical Reasoning Checklist' and 'Engaging Families as Partners in Their Child's Assessment Checklist', each with a 'View Description' button.

TEACHING RESOURCES

Head Start ECLKC Early Childhood Learning and Knowledge Center

- Tools/templates for teachers
- Video clips
- PD in-service suites



The screenshot shows the top portion of the Head Start ECLKC website. At the top, there is a dark blue navigation bar with the U.S. Department of Health & Human Services and Administration for Children & Families logos, along with contact information and a language selector for Spanish. Below this is the main header area featuring the Head Start ECLKC logo and navigation links for 'About', 'Topics', and 'Policy & Regulations'. A large banner image of a young child with colorful paint on their hands is displayed, with the text 'Children with Disabilities' overlaid. A search bar is located at the bottom of the banner area.

[Home](#)

[Share](#) [Print](#) [Feedback](#)

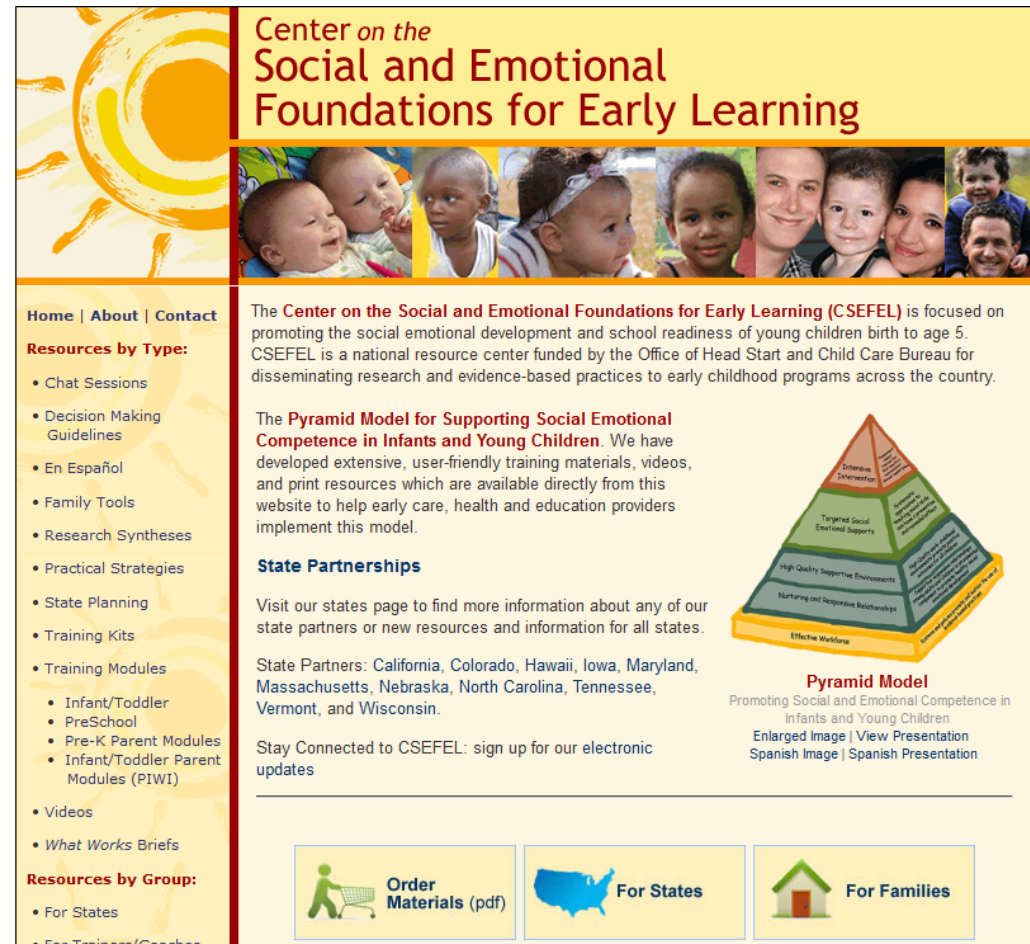
Children with Disabilities

Young children vary in their skills, knowledge, backgrounds, and abilities. Effective teaching requires individualized teaching and chances to learn for all children to access, participate, and thrive in early learning settings. Individualizing for children who need more support helps ensure effective teaching for children with disabilities and other special needs across all the Head Start Early Learning Outcomes Framework domains. Using children's Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) goals is part of effective teaching, individualizing, and creating inclusive environments to support children's positive outcomes.

TEACHING RESOURCES

Center on the Social and Emotional Foundations for Early Learning

- Video clips
- Case studies
- Lesson plans



Center on the Social and Emotional Foundations for Early Learning

[Home](#) | [About](#) | [Contact](#)

Resources by Type:

- Chat Sessions
- Decision Making Guidelines
- En Español
- Family Tools
- Research Syntheses
- Practical Strategies
- State Planning
- Training Kits
- Training Modules
 - Infant/Toddler
 - PreSchool
 - Pre-K Parent Modules
 - Infant/Toddler Parent Modules (PIWI)
- Videos
- *What Works* Briefs

Resources by Group:

- For States
- For Trainers/Coaches

The **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.


The **Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children**. We have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.

State Partnerships


Visit our states page to find more information about any of our state partners or new resources and information for all states.


State Partners: California, Colorado, Hawaii, Iowa, Maryland, Massachusetts, Nebraska, North Carolina, Tennessee, Vermont, and Wisconsin.


Stay Connected to CSEFEL: sign up for our electronic updates



Pyramid Model
Promoting Social and Emotional Competence in Infants and Young Children
[Enlarged Image](#) | [View Presentation](#)
[Spanish Image](#) | [Spanish Presentation](#)

 **Order Materials** (pdf)

 **For States**

 **For Families**

TEACHING RESOURCES

Technical Assistance Center on Social Emotional Intervention

- Video clips
- Photos
- Backpack Connections (handouts for families)



The screenshot shows the homepage of the Technical Assistance Center on Social Emotional Intervention for Young Children. At the top left is the TACSEI logo, a yellow car with 'TACSEI' written on it. To its right is the text 'Technical Assistance Center on Social Emotional Intervention for Young Children'. A search bar is located in the top right corner. Below the header is a navigation menu with links for 'Home', 'About', 'Contact', 'Partners', and 'Feedback'. A large banner image shows two children playing with colorful blocks. Overlaid on the banner are two buttons: 'Sign Up for Our Newsletter' and 'Share Your Thoughts'. Below the banner are three dropdown menus: 'What do you want to do?', 'What do you want to explore?', and 'Communities to Visit...'. The main content area is divided into two columns. The left column has a heading 'Welcome to TACSEI' followed by a sub-heading 'Announcing an exciting new opportunity to build on and expand TACSEI work!'. The text below describes a partnership with the Early Childhood Technical Assistance Center (ECTA Center) to assist states in improving systems and services for children with disabilities. It mentions that TACSEI provides free products and resources to help decision-makers, caregivers, and service providers. The right column has a heading 'What's New' followed by a sub-heading 'Webinar on Preschool Suspension and Expulsion'. The text below describes a webinar on preschool suspension and expulsion, mentioning that the archive of the panel discussion is now available. It also includes a link to 'View the webinar'. Below this is a heading 'New Resources' followed by text describing three new resources developed to support professionals, policy-makers, and programs in understanding the relationship between PBS, PBIS, and the Pyramid Model. It includes a link to a 'definitional paper' on PBS and PW-PBS authored by Glen Dunlap and Lise. At the bottom of the page, there is a link for 'Looking for materials for older children?' pointing to 'Positive Behavior'.

Technical Assistance Center on Social Emotional Intervention for Young Children

Home | About | Contact | Partners | Feedback

Sign Up for Our Newsletter

Share Your Thoughts

What do you want to do? | What do you want to explore? | Communities to Visit...

Welcome to TACSEI

Announcing an exciting new opportunity to build on and expand TACSEI work!

We are pleased to announce that some of the TACSEI staff will be working with the new OSEP funded [Early Childhood Technical Assistance Center](#) (ECTA Center) to assist states in their efforts to improve systems and services related to children with disabilities. This work will keep the Pyramid and TACSEI initiatives available as we continue to help states build their capacity to implement and scale-up evidence based practices including those to support children's social emotional competence. See Co-Director [Lynne Kahn's announcement](#) on the home page of the ECTA Center's new website.

The **Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)** takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates **FREE** products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. Most of these free products are available right here on our website for you to immediately view, download and use.

TACSEI is a five-year grant made possible by the [U.S. Department of Education, Office of Special Education Programs](#).

Looking for materials for older children? Check out the [Positive Behavior](#)

What's New

Webinar on Preschool Suspension and Expulsion

The Pyramid Model Consortium webinar on preschool suspension and expulsion filled the first day we advertised it! The archive of the panel discussion is now available along with important resources on this critical issue. [View the webinar](#) to learn more about how the Pyramid Model is a solution to this national concern.

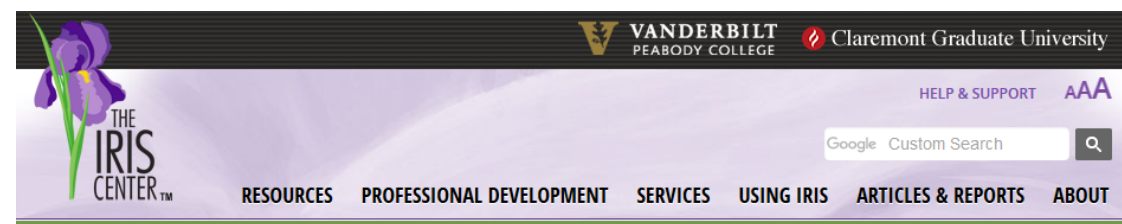
New Resources

Three new resources have been developed to support professionals, policy-makers, and programs in understanding the relationship between PBS, PBIS, and the Pyramid Model. Check out this [definitional paper](#) on PBS and PW-PBS authored by Glen Dunlap and Lise

TEACHING RESOURCES

The IRIS Center

- Video clips
- Case studies
- Online modules (based on case study)



THE IRIS CENTER > RESOURCES > EVIDENCE-BASED PRACTICE SUMMARIES

Search

Enter keyword

SEARCH RESET

Topics

- Assessment (includes Progress Monitoring)
- Behavior and Classroom Management
- Content Instruction
- Diversity
- Early Intervention/Early Childhood
- Learning Strategies
- Mathematics
- Reading, Literacy, Language Arts
- RTI/MTSS (includes intensive intervention)
- School Improvement/Leadership

Evidence-Based Practice Summaries



These summaries of research about the effectiveness of instructional strategies and interventions contain links to research reports and include information about an intervention's level of effectiveness and the age groups for which it is designed.

Assessment (includes Progress Monitoring) ▾

Behavior and Classroom Management ▾

Content Instruction ▾

Diversity ▾

Early Intervention/Early Childhood ▾

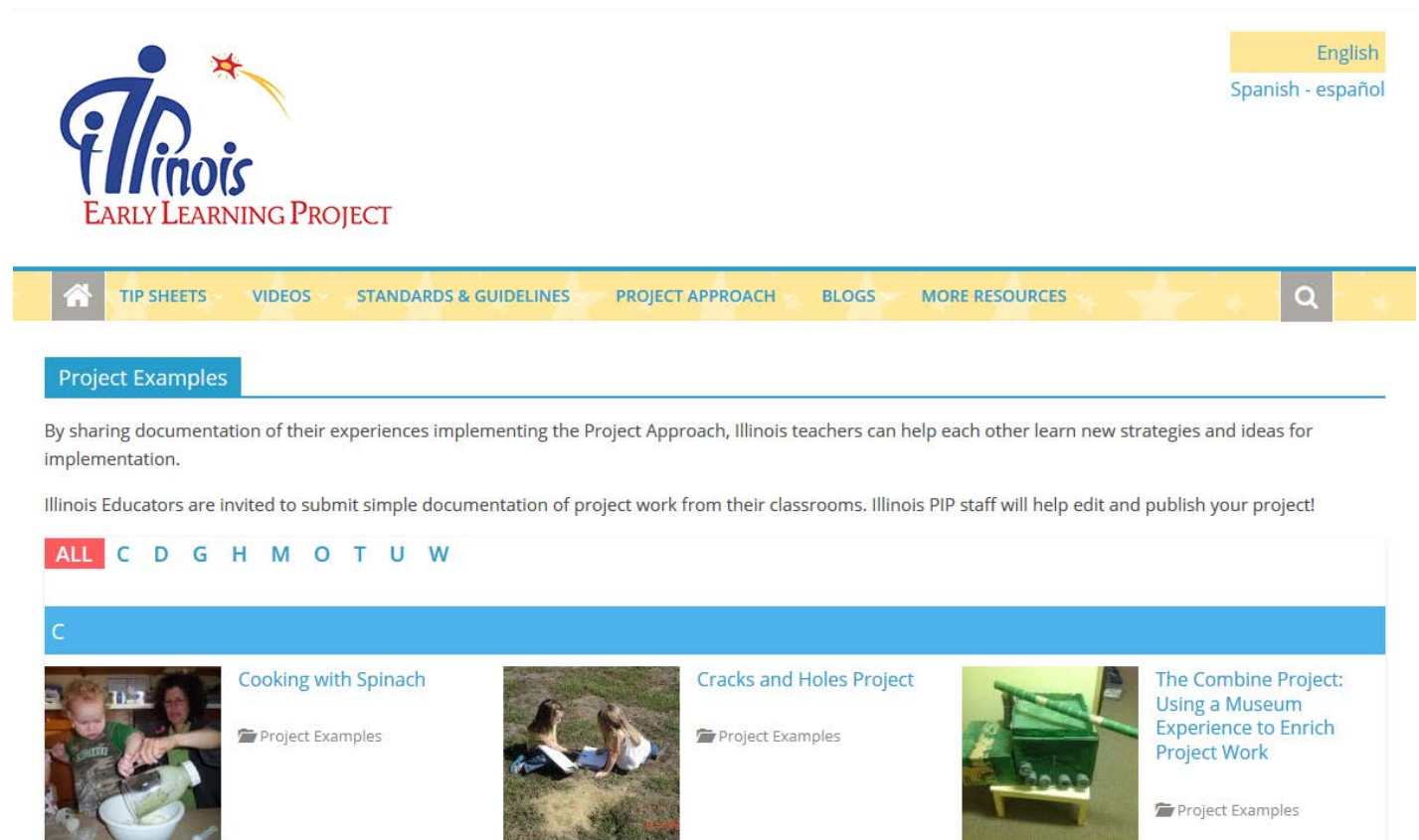
Learning Strategies ▾

Mathematics ▾

TEACHING RESOURCES

Illinois Early Learning Project

- Photos and summaries of classroom projects



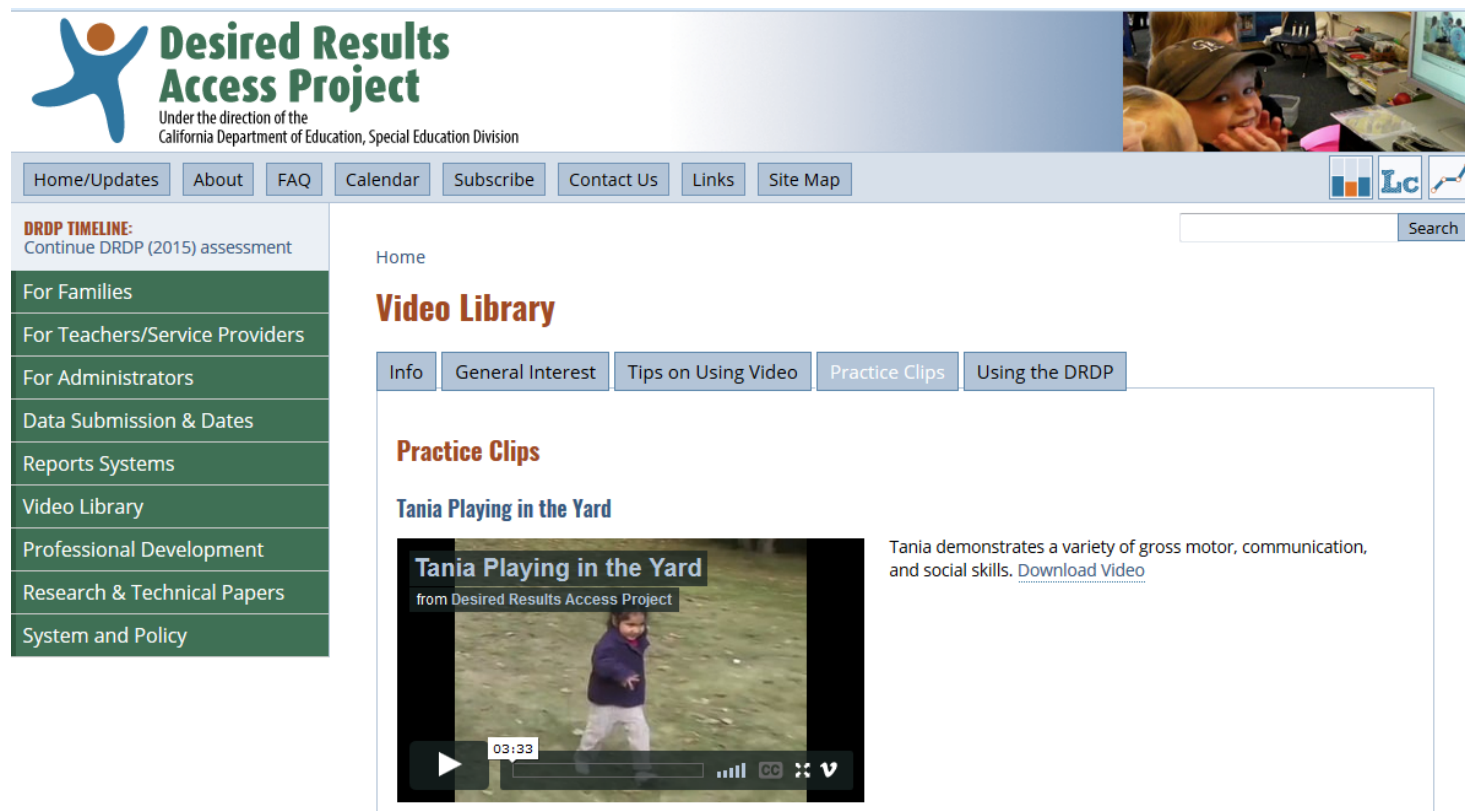
The screenshot displays the Illinois Early Learning Project website. At the top right, there are language options: "English" and "Spanish - español". The main navigation bar includes links for "TIP SHEETS", "VIDEOS", "STANDARDS & GUIDELINES", "PROJECT APPROACH", "BLOGS", and "MORE RESOURCES". A search icon is also present. The "Project Examples" section is highlighted, with a sub-header stating: "By sharing documentation of their experiences implementing the Project Approach, Illinois teachers can help each other learn new strategies and ideas for implementation. Illinois Educators are invited to submit simple documentation of project work from their classrooms. Illinois PIP staff will help edit and publish your project!" Below this, there is a filter bar with "ALL" selected and other filters: "C", "D", "G", "H", "M", "O", "T", "U", "W". The "C" filter is active, showing three project examples:

- Cooking with Spinach**: A photo of a child and an adult in a kitchen. [Project Examples](#)
- Cracks and Holes Project**: A photo of two children sitting on the grass. [Project Examples](#)
- The Combine Project: Using a Museum Experience to Enrich Project Work**: A photo of a museum exhibit. [Project Examples](#)

TEACHING RESOURCES

Desired Results Access Project

- Video clips, video clips, and more video clips!



The screenshot displays the website for the Desired Results Access Project. At the top left is the logo, a stylized blue figure with arms raised, next to the text "Desired Results Access Project" and "Under the direction of the California Department of Education, Special Education Division". To the right is a photo of a young child in a classroom. Below the logo is a navigation bar with buttons for "Home/Updates", "About", "FAQ", "Calendar", "Subscribe", "Contact Us", "Links", and "Site Map". A search bar is located on the right side of this bar. A vertical menu on the left lists various resources: "DRDP TIMELINE: Continue DRDP (2015) assessment", "For Families", "For Teachers/Service Providers", "For Administrators", "Data Submission & Dates", "Reports Systems", "Video Library", "Professional Development", "Research & Technical Papers", and "System and Policy". The main content area is titled "Video Library" and has sub-tabs for "Info", "General Interest", "Tips on Using Video", "Practice Clips", and "Using the DRDP". The "Practice Clips" tab is active, showing a video titled "Tania Playing in the Yard" with a play button and a progress bar. To the right of the video is a description: "Tania demonstrates a variety of gross motor, communication, and social skills. [Download Video](#)".

TEACHING RESOURCES

CONNECT Modules

- Video clips
- Case studies
- Guided dilemmas

The screenshot shows the homepage of the CONNECT Modules website. At the top, there is a dark blue header with the text "TEACHING RESOURCES". Below this is a white navigation bar with the "CONNECT Modules" logo in green and the tagline "CONNECT: The Center to Mobilize Early Childhood Knowledge". A search bar is located on the right side of the navigation bar. Below the navigation bar is a green horizontal bar with menu items: HOME, 5-STEP LEARNING CYCLE™, MODULES, FOR INSTRUCTORS, INSTRUCTOR SUPPORTS, and RESOURCE LIBRARY. On the right side of this bar are buttons for "enlarge text +" and "reduce text -".

The main content area features a large green box titled "MODULES" with the following text: "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'." Below this text are two buttons: "GO TO MODULES >" and "FOR INSTRUCTORS >". A paragraph below the buttons reads: "If you are looking for CEU or certificate-granting self-paced courses, click on 'Go to Courses' on the top right of this page."

Below the "MODULES" box are three colored boxes: a blue box for "5-STEP LEARNING CYCLE™" with the text "Learn more about our innovative approach for making an evidence-based practice decision." and a "GO >" button; an orange box for "RESOURCE LIBRARY" with the text "Browse all available learner resources or search for specific resources." and a "GO >" button; and a purple box for "INSTRUCTOR SUPPORTS" with the text "View additional supports for instructors." and a "GO >" button.

On the right side of the page, there are two vertical boxes. The top one is titled "CONNECT Self-Paced Online Courses" and contains the text "Now Available: FREE Foundations of Inclusion course and 7 low cost CEU-granting courses." with a "GO TO COURSES" button. The bottom one is titled "NEW TO CONNECT MODULES?" and contains links for "Video Quick Tours of the Site", "Tips for Instructors", "Site Help / Frequently Asked Questions", and "Learn about the CONNECT project".

At the bottom of the page, there is a "News and Announcements" section with two items: "CONNECT Offers New Self-Paced, Self-Guided Online Courses on Inclusion for CEUs" and "CONNECT Presents at the 2014 DEC Conference", each with a "Read more..." link. A "View all news >" link is at the bottom of this section. To the right of the news section is a box titled "Foundations of Inclusion Training Curriculum" with a description of a 4-hour training curriculum and a "Read More" link. Further right is a video player with a play button icon and the text "Watch a short overview of CONNECT and the impact CONNECT is having on faculty and learners!". Below the video player is a small image showing people in a meeting and the "CONNECT" logo.

- Others you use regularly?
- Anything for AT? The one I use is being taken down this month 😞



OPPORTUNITIES AND CHALLENGES



DISCUSS WITH A PARTNER

- Could you implement any of these ideas in your professional role?
- What challenges might you face in implementing new strategies?



QUESTIONS OR COMMENTS?

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