

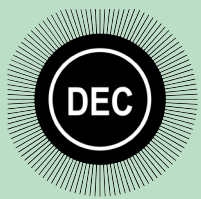


# Communication and Early Childhood Research and Practice Center

at Florida State University

## DEC Conference October, 2013

This year's Division of Early Childhood Conference theme is Bridging Research, Policy and Practice...Every Day, Every Chance, Every Child. Join us and be inspired by top researchers, leading policymakers, practitioners and families as they share evidence-based innovative approaches that demonstrate meaningful, effective and sustainable collaborations across research, policy and practice. Hundreds of educational sessions and a variety of networking opportunities will be offered throughout the conference. Attendees will have the opportunity to learn about new and pending legislation impacting early childhood, engage in a community of learning throughout the conference by connecting with each other through technology, and explore cutting-edge products and services in the exhibit hall. There will also be opportunities to virtually extend the conference once you're home. This year's conference will be held in San Francisco from October 16th-18th. Visit the DEC website for more information (<http://dec-sped.org>). We hope to see you there!



## Mission of the Center

An expanding body of research supports the importance of early intervention/education for young children with special needs and their families. The Communication and Early Childhood Research and Practice Center (CEC-RAP) is designed to promote interdisciplinary contributions to the field of early intervention/education for young children with disabilities, communication disorders, and/or multiple risks for learning. CEC-RAP focuses on the continued expansion of research, personnel preparation, and service delivery through collaboration with interrelated projects in the College of Communication of Information, College of Education, and the Autism Institute in the College of Medicine.

## Goals of the Center

To be recognized as a major national source of research and personnel development in early intervention/education for children with developmental delays and disabilities, communication disorders or multiple risks, CEC-RAP will:

1. Have continuity, diversity and growth of funding sources from governmental and private sources for research and demonstration,
2. Offer funded personnel preparation programs for graduate students (master's and doctoral) that will foster recruitment of the best scholars,
3. Invest in undergraduate research, leadership and service learning opportunities that promote the future of the Center,
4. Foster interdisciplinary and interagency collaboration in early childhood policy and program development within an engaged community, and
5. Develop and maintain model programs for research and professional development.

<http://cec-rap.fsu.edu>



# Personnel and Professional Development

Spring and Summer have brought many new exciting accomplishments and activities for the ongoing projects in CEC-RAP including students graduating, picnics with families, and ongoing research.

**Personnel Preparation in Early Intervention and Education Project (PPEIEP)** PPEIEP students continued to expand their community experiences in infant and toddler early intervention programs by joining Early Head Start classrooms and Early Steps home visiting programs for summer practica. Summer experiences, both in the classroom and community, focus on the unique needs of children and their families with multiple risk factors in addition to the child's developmental delays and disorders. (<http://ppeiep.coe.fsu.edu>)



PPEIEP

**Autism Spectrum Specialized Education and Training (ASSET)** Kids, parents, ASSET students and staff all enjoyed a potluck picnic, many different types of games and activities and time to relax and share stories. The picnic is an annual spring event. Thank you to all of our families for a wonderful year. (<http://asset.fsu.edu>)



If you are a former (or current) ASSET scholar, please join us on FACEBOOK or link to our PINTEREST site. (Facebook: FSU ASSET • Pinterest: <http://pinterest.com/fsuasset>)



**The KidTalk Tactics Project (KTTP)** team has been busy finalizing data reports and gathering social validity information from participants as the project comes to a close. Mollie Friedman, Heather Baum, and Lauren Reingold have conducted several surveys this spring to gather and analyze information about how providers and families continue to use what they learned during their time with KTTP. Mollie Friedman and Lauren Reingold conducted

an online survey of professional development participants in Pennsylvania to gain their thoughts on the content and delivery of the Language Coach Course they took taught by KTTP staff. The Early Intervention providers felt that the information was relevant to their profession and helped them learn to coach caregivers to better facilitate child communication. Dr. Friedman also conducted a focus group meeting with a group of Early Head Start (EHS) teachers and administrators to gain their perceptions of the KTTP project. Data from these surveys are being analyzed. Heather Baum surveyed participant families to investigate whether or not families used information during follow-up sessions and suggestions contained in a monthly follow-up email. Families agreed that the newsletters provided useful information about their child's continuing development, and they also benefitted from continued contact with their communication coaches. Families also appreciated the information about community events and activities. As KTTP comes to a close, the FSU and Vanderbilt sites served 33 children and families over the course of five years. Communication coaches conducted hundreds of home and school visits, providing CEC-RAP with information to analyze for years to come. This summer, research staff will finalize manuscripts on coaching EHS teachers, on using tools for progress monitoring, and on how children served by KTTP gained communication skills longitudinally. (<http://kttp.cci.fsu.edu>)



# Iowa Distance Mentoring Model (IA-DMM)



The Distance Mentoring Model (DMM) is a professional development framework that promotes the use of family-centered services in natural environments for young children with disabilities and their families. This spring, DMM Project Director Emily Lakey, CEC-RAP Director Juliann Woods, and Media Technician Kat Cripe began collaboration with the Iowa Department of Education Early ACCESS

Program to improve early intervention program quality and services throughout the state. Collaborations continued in June when Lakey, Woods and Cripe joined IA-DMM consultants Carol Trivette, Larry Edelman and Susan Maude in Des Moines, IA for 3 days of meetings, presentations and planning with a variety of stakeholders including representatives from the IA Department of Education, early intervention service providers and administrators, IA higher education, and other cross-sector agencies such as Early Head Start.

Throughout the 5-year duration of the project, DMM will support early intervention providers from a variety of disciplines such as early childhood special educators, speech-language pathologists, physical and occupational therapists, and social workers. Professional development activities includes face-to-face workshops, videoconference coaching with performance-based feedback, online learning communities, peer mentoring, interactive website features, online video examples and topical webinars. The initial training workshop for the first cohort of service providers was scheduled for September 23-24. Following the workshop, participants will submit monthly home visit videos of themselves working with parents and children to DMM staff for videoconference review and performance-based feedback.

Each cohort will participate in the IA-DMM professional development sequence for 1 year, with a new cohort of approximately 30 service providers beginning every 6 months for the duration of the project. After completing the year-long sequence, participants will remain involved with professional development activities through peer-to-peer support and local leadership roles.

CEC-RAP student volunteers and staff will participate in a variety of activities to support IA-DMM including material development (e.g., topical mini-modules, videos, handouts, etc.) and video coding using the Family-Guided Routines-Based Intervention Coding System to identify the type and frequency of caregiver coaching strategies early interventionists use to support and empower parents during home visits, as well as the everyday family routines used as the context for embedded intervention.

The CEC-RAP DMM staff is excited to be collaborating with the Iowa Department of Education on this project to support sustainable changes that will increase the quality of family-centered early intervention services provided in the state. (<http://dmm.cci.fsu.edu/IADMM/>)



Susan Maude, Juliann Woods, Emily Lakey, Melissa Schurr, Cindy Weigel, Carol Trivette, Larry Edelman

# Research



**Early Childhood Personnel Center (ECPC)** was funded to serve as a national resource to State Education Agencies (SEA), State Lead Agencies for Part C Programs, Institutes of Higher Education (IHE), and other entities responsible for professional development of personnel providing early childhood intervention to infants, toddlers, and preschool children with disabilities and their families. (<http://www.ecpcta.org>)

## Guiding Principles of ECPC

1. Infants, toddlers, and preschool children with disabilities and their families make optimal progress when all interventions are delivered consistently with fidelity across early childhood providers from different professional disciplines and settings.
2. The early childhood workforce must be provided high quality learning opportunities and materials through coordinated preservice and inservice programs that focus on the implementation of recommended intervention practices for infants, toddlers, and preschool children with disabilities and their families.
3. A common set of evidence based, measurable, and authentic early childhood intervention (ECI) personnel standards across professional disciplines is a necessary component of effective systems of personnel development for those serving infants, toddlers, and preschool children with disabilities and their families.
4. Personnel preparation and professional development agencies that provide training, licensure, and evaluation of the early childhood workforce must have knowledge and skills in evidence-based practices in both early childhood intervention and adult learning.
5. A comprehensive system of personnel development for the ECI workforce is a necessary and integral quality indicator of an early childhood service system.

Mary Frances Hanline, Juliann Woods, and Emily Lakey join regional sites at the Universities of Oregon, Connecticut and Kansas to support this national initiative. After completion of extensive needs assessment in Year 1, state level technical assistance will be provided to selected target states in Years 2 and 3.



Funding has been secured from the Institute of Education Sciences (IES) for a Goal 2 - Development project to investigate an evidence-based approach that

focuses on infants and toddlers with significant disabilities and their caregivers. While research on preschool children with significant disabilities indicates they learn best when instruction is systematic, distributed across the day, and focused on the acquisition of skills presented in context, research focused on infants/toddlers with significant disabilities and their primary caregivers is notably absent. The absence of evidence-based intervention practices for infants and toddlers impacts the effectiveness of early intervention providers and the acquisition of essential learning outcomes with this vulnerable population. To address this need, this project's research team will use an iterative process to design, develop, and validate a caregiver implemented intervention approach called Embedded Practices and Intervention with Caregivers (EPIC). Once developed, the EPIC approach will be evaluated to determine its promise of leading to increased caregiver use of embedded intervention and improved child outcomes.

20 multidisciplinary Part C early intervention providers and 50 infants/toddlers with significant disabilities and their primary caregivers from IL and FL will participate in the home based study.

The EPIC intervention involves two components: (1) a provider protocol that will guide their instructional support (coaching) of caregivers; and (2) an intervention protocol for caregivers that includes a systematic five question (5-Q) process and visual model. The provider coaching protocol involves four elements grounded in adult learning research and practice. Providers will begin with three-times weekly sessions of two hours in duration to build caregiver knowledge and skill with embedded instruction and the 5-Q process/visual model. As caregivers demonstrate competence with the 5-Q intervention process, the frequency and duration of provider support will be faded. Caregivers will initially use the 5-Q process in one high-priority routine that serves as the context for teaching a caregiver identified motor or communication skill. As fidelity increases, the 5-Q process will expand to multiple routines and additional goals throughout the day.

Qualitative and quantitative data collection methods will be used during the iterative design process to determine whether the intervention is working as intended and leading to improved caregiver and child performance. In Year 1, a small n study will validate the implementation protocol while a series of single subject studies will be undertaken in Year 2 to validate the intervention protocol. In Year 3, a two-group contrast design (EPIC vs. Business as Usual) will be used to evaluate potential impacts of the intervention on caregiver and child outcomes. Throughout all phases, social validity measures by providers and caregivers in the studies, and a stakeholder panel will evaluate the approach.

(<http://www.epic.cci.fsu.edu>)

# Student Research

## Story Book Reading Project at Early Head Start



The students participating in the Story Book Reading Project this Spring include: **Kailey Joss, Lauren Reingold, Heather Baum, Kelsey Hendershott**

placed at Brandon's Place and, **Layne Beauregard, Brooke Ossi, Paige Morrison, Chloe Montalbano** placed at Budd Bell.

## Honor's Thesis

**Lauren Arrington** successfully defended her Honor's Thesis examining her classmates' perceptions of Enhanced Milieu Teaching as a parent implemented intervention for young children with communication disorders. After learning about the intervention, students enrolled in SPA Developmental Communication Disorders watched video examples of the approach and responded to questions that evaluated the social validity and treatment acceptability of the intervention.

**Kelsey Hendershott's** presented at the 13th Annual FSU Undergraduate Research Symposium.

Her presentation entitled "Communication in Routines be Caregivers and Children with Down Syndrome" was based off of her honor's thesis. She also was published in the FSU OWL, the undergraduate research journal written by Florida State University undergraduates (Hendershott, K (2013). Communication in Routines be Caregivers and Children with Down Syndrome. *The OWL*, 3(1), 60-76.)



**Beth Baldwin** defended her master's thesis on June 20th. She examined the efficacy of the iPad as a tool to support peer mediated intervention with a student with ASD in a local elementary school. She found that both the students and the SLP perceived the iPad was a time saving strategy for supporting student learning social and communication interaction skills.

## Service Learning

The Service Learning Program and FSU works to support the integration of community service into the academic curriculum by working closely with faculty, and to foster partnerships with community-based agencies in order to:

- enhance student learning and development
- encourage student civic responsibility
- foster community-based scholarship teaching, service, and research
- provide for student leadership development
- address identified community problems and social issues.

In addition to Service Learning activities at Kids Incorporated Early Head Start, CEC RAP student volunteers participated in Whole Child Leon Community Screening activities in both Leon and Jefferson Counties.

The CEC-RAP Service Learning Volunteers were: **Kaylee Schurer, Paige Morrison, and Chloe Montalbano**

## Garnet and Gold

The Garnet and Gold Scholar Society facilitates involvement and recognizes



the engaged, well-rounded undergraduate student who excels within and beyond the classroom in the areas of Leadership, Internship, Service, International, and Research. An undergraduate student who meets the criteria in three of the five areas and completes a Synthesis Reflection will qualify to graduate as a member of the Garnet and Gold Scholars Society.

Current: **Lauren Reingold, Brooke Ossi, Carolyn Alexander, and Erin Gowen**

Graduated: **Desirae Ott, Heather Baum and Kelsey Hendershott**

## Developmental Disabilities Certificate

**Kailey Joss and Desirae Ott**

## Undergraduate Opportunities

Undergraduate students are welcome at CEC-RAP. Currently, students earning a certificate in Developmental Disabilities can complete their practicum by participating in a variety of CEC-RAP research and community activities. Other students elect to complete an independent study, an internship, or honors research project within the Center. Priorities are given to students interested in early intervention and research with young children with developmental disabilities and their families. If interested, please contact Dr. Woods at [jwoods@fsu.edu](mailto:jwoods@fsu.edu) for an appointment.