

Communication and Early Childhood Research and Practice Center



2016



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.

Spotlight - ASSET

One in 68 children is identified with autism spectrum disorder (ASD) making it one of the most frequently occurring disorders worldwide. Individuals with ASD vary widely, as noted by the word spectrum in the title of the disorder, necessitating an expansive range of supports and interventions to promote optimal quality of life. Autism Spectrum Specialized Education and Training (ASSET) is a federally funded personnel preparation project designed to build the capacity of speech-language pathology graduate students to address the needs of individuals with autism spectrum disorders (ASD) and their families in early intervention and educational settings.

Annually five new scholars compete for stipends and tuition waivers that support three to five semesters of graduate education. The students receive specialized training via coursework, workshops, research practicum, and conferences. In return, they repay their service obligation working in early intervention or public school programs with children with autism. Scholars participate in practia at Kids Incorporated of the Big Bend Early Head Start, Leon County Schools, Center for Autism and Related Disabilities (CARD), and at various community advocacy agencies. A favorite experience is the family practicum that extends over the three semesters of the program. Scholars join a volunteer family of a child with ASD to learn about the day-to-day events, joys, and obstacles of raising a child with ASD.

FSU SCSD has received funding to support ASSET for fifteen years and has graduated over 100 scholars. It one of the longest continuously funded Office of Special Education Programs (OSEP) personnel preparation projects supporting SLPs nationally.

Project ASSET

Personnel and Professional Development

2016 has brought many new exciting accomplishments and activities for the new and ongoing projects in CEC-RAP.

Autism Spectrum Specialized Education and Training (ASSET) had five graduates accept positions to be a SLP in Florida with two settling in Tallahassee this past year. Six new students joined our four returning students. Second year students explored telepractice and its feasibility to engage preschoolers in fun “camp” type activities over the summer. They also completed their research exploring “teacher talk” as a strategy to expand vocabulary development of toddlers at Early Head Start. New scholars met their families and began learning about autism from the family perspective. (<http://asset.fsu.edu>)

Training in Research, Autism and Interdisciplinary Leadership (TRAIL) is a collaboration between CEC-RAP and the Autism Institute with Juliann Woods and Amy Wetherby as Principal Investigators for the five year leadership training project. Iris Davis joined the cohort in 2016. Abby Delehanty, Ciera Lorio and Jessica Hooker presented their research at ASHA, IMFAR, and regional conferences. Abby and Ciera continued their studies and won travel awards at the Doctoral Research Event. Ciera advanced to candidacy, and Jessica is completing her clinical fellowship at Chiles High School. We are looking forward to the next year of academic success for the scholars. (<http://trail.med.fsu.edu/>)

Developmental Disabilities Certificate (DD) The Developmental Disabilities Certificate is celebrating its 15th birthday at FSU. It has grown from 5 students to almost 50 each semester! Students enroll in the 12 credit certificate program from Psychology, Child and Family Studies, Music Therapy, Communication Science and Disorders, Pre-professional training for Occupational and Physical Therapy, Education and more. To enroll, students must complete nine credits in approved interdisciplinary courses from eight different departments that engage students in learning about individuals with various types of developmental disabilities of all ages. They also complete a 45 hour community practicum at over ten different settings from early care and education, to adult supports and geriatric services. This year the Dick Howser Center joined the program to provide more opportunities for our students to learn about inclusive programs. The diversity of students involved, their career goals, and what they share they have learned is amazing at the end of each semester. (<https://commdisorders.cci.fsu.edu/academic-programs-admissions/interdepartmental-developmental-disabilities-certificate/>)

Distance Mentoring Model (DMM) promotes the implementation of family guided routines based intervention (FGRBI) for families of children eligible for Part C services and supports. Incorporating evidence-based practices for professional development with technology strategies and supports, DMM engages early intervention providers, service coordinators and program administrators in a systematic change process to increase the use of recommended practices with children and families. In addition to Iowa, collaborations with South Dakota, New Mexico and Pennsylvania resulted in over 500 early intervention providers participating in training activities. In addition to state level participation, agencies or programs across the country use materials and coaching strategies from DMM. (<http://dmm.cci.fsu.edu>)





EPIC

Embedded Practices and Intervention with Caregivers

Summary of Embedded Practices and Intervention with Caregivers (EPIC)

It's been an eventful year for the Embedded Practices and Intervention with Caregivers (EPIC) project! EPIC is a multi-site Goal 2 Development and Innovation project funded by the Institute of Education Sciences to develop and investigate an approach that teaches caregivers how to maximize learning opportunities in their everyday activities to improve motor and communication outcomes for their children with significant disabilities in early intervention (EI). The EPIC approach involves two components: a caregiver coaching framework (S-O-O-P-R) to guide the service provider in implementing Family Guided Routines Based Intervention, and a systematic 5-question (5Q) process to guide the caregiver in embedding intervention in daily routines and activities.

During the first year of the EPIC project, we developed the approach, refined it with the input of stakeholders, developed the website (<http://epicintervention.com>) for training providers to implement EPIC, and conducted a "try-out" study with interventionists and providers to examine the feasibility of the approach. With feedback from these caregivers and providers, the approach was further refined. During the second year of the project, we conducted a single case design study at each of our three sites (Florida, Iowa, and Pennsylvania). We saw that when providers used the EPIC approach, parents immediately increased their use of embedded instruction for their children's motor and communication outcomes in the routines identified for the intervention.

During 2016:

- Completed data collection for the final phase of the project, a "promise" study comparing the EPIC approach to "business as usual" home visiting practices. The study included 42 caregivers and their children with moderate to significant disabilities and 39 early intervention (EI) providers. Approximately half of the dyads were assigned to receive intervention using the "EPIC" approach, and half were assigned to continue receiving their usual EI services.
- With the help of amazing graduate and undergraduate research assistants, we coded caregivers' use of the 5Q framework and embedded instruction, as well as providers' use of the S-O-O-P-R framework for more than 200 hour long home visit sessions!
- After data collection was complete, provided on-site training describing the EPIC approach for providers in Pennsylvania and Iowa who participated in the study as "business as usual" participants.
- We began analyzing data from the promise study to determine whether participation in the EPIC approach resulted in increased use of S-O-O-P-R coaching practices by providers, increased embedding of intervention by caregivers, and/or improved child outcomes.

- We presented data from EPIC at the Division for Early Childhood conference in Louisville, Kentucky and at the International Society on Early Intervention Conference in Stockholm, Sweden, as well as included information in our ASHA presentation.
- The process of disseminating what we learned through the try-out and single case studies was initiated. We currently have five manuscripts in preparation describing the effects of the approach on the rate of embedded instruction by caregivers, the effects of the approach on the use of one set of intervention strategies for multiple outcomes across routines, caregivers' perceptions of the EPIC process, and the iterative process of developing and evaluating the EPIC approach.

2017 will be a busy year! We will submit manuscripts describing the results of the try-out and single case studies, complete the data analysis for the promise study, and continue to share the results. We have learned much from this EPIC process, and there is more to come!

EPIC is a collaborative project between Florida State University, University of Florida, and University of Illinois-Chicago
<http://epicintervention.com>

Project A+



Project A+ is a newly funded research project by the Institute for Museum and Library Services to Drs. Nancy Everhart of the iSchool and Juliann Woods, School of Communication Science and Disorders. The purpose of A+ is to explore the academic library experiences of students with Autism Spectrum Disorder (ASD) enrolled in colleges in the Florida Panhandle with the intent to identify professional development strategies and materials that can be used by academic librarians to enhance the library as a resource for students with ASD. Dr. Amelia Anderson, project coordinator, and Kristie Escobar, graduate assistant, round out the research team.

Three diverse academic libraries will be formal collaborators- a large University library, a community college library, and a small public college with an autism support program library. There will also be a control library to assist in the development of evidence-based materials. Voices of students with autism will figure prominently as they are surveyed and interviewed as part of Project A+. Coaching, which builds knowledge to improve skills, practice, and achieve mastery through a systematic approach and ongoing relationship will be used with teams of librarians to assist in the development of an ASD friendly experience. The research results will be incorporated into an online, multimedia implementation guide for librarians that will include step by step instructions for making the library "autism friendly," as well as photos, and embedded videos of academic libraries going through the process of expanding their resources.

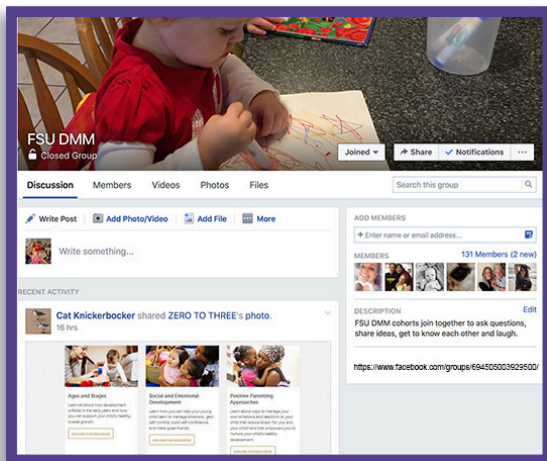
Project A+ builds on the successful Florida State IMLS-funded Project PALS (Panhandle Autism Library Services) a set of four online self-paced professional development modules, available on WebJunction, that provide practical strategies for librarians to implement in the following areas: 1) About Autism; 2) Arranging the Library Environment; 3) Social Networking and Interacting with Technology and; 3) Communicating with Individuals with ASD. The PALS exit survey revealed further information; training, strategies, and real-world models were needed in order for librarians to fully support patrons with ASD at the highest levels.



Project A+ is a collaborative project between Florida State University's School of Information and School of Communication Science and Disorders within the College of Communication and Information
<http://pals.cci.fsu.edu/>

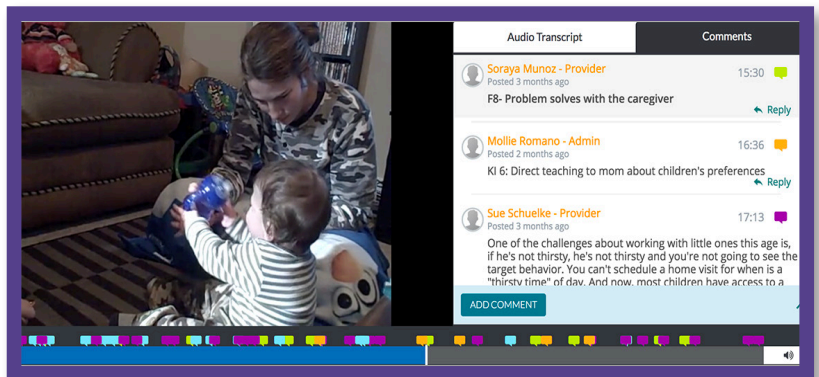


Distance Mentoring Model



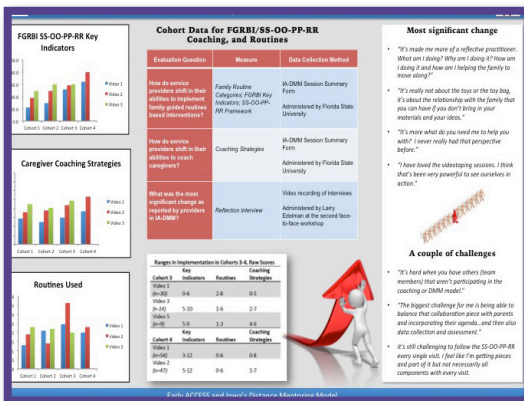
Using technology to support systemic change in the educational practices of early intervention providers expands opportunities for learning in many exciting and challenging ways. The Distance Mentoring Model has used technology to deliver professional development over the miles for almost ten years with each year bringing advances in technology access and utilization to improve practice. We've come a long way from three way calling and static presentations using Polycom! 2016 found us increasing our technology tools as well as the numbers of individuals and locations we support with them. Social media has expanded our ability to stay connected anytime anywhere via the DMM provider group on Facebook. This allows us to post up-to-date research to practice tips for providers as well as materials they can share with families. While not all PD participants choose to join, the numbers viewing and using the materials is increasing.

Another addition to the technology tool kit for DMM is Torsh TALENT, an easy to use video-based observation tool and data management platform that gives PD participants an opportunity to reflect on their own practice, collaborate with their peers and other team members, self-assess their use of the key indicators for FGRBI and receive coaching from the FSU external coaches in real time. The platform offers an easy upload feature that has reduced the time and effort on the part of the EI provider to share their home visit video with us. It stores the video and feedback for later review. TALENT provides a learner friendly environment where everyone can gain confidence and competence in the implementation of the process and practices. CEC-RAP is the first program nationally to use Torsh TALENT with home visiting programs. In February, CEC-RAP was spotlighted on the Torsh website blog as one of the new projects using this platform. Click on the link to view the Torsh TALENT Spotlight on CEC-RAP blog post: <http://www.torsh.co/blog/article/client-spotlight-early-education-fsu>.

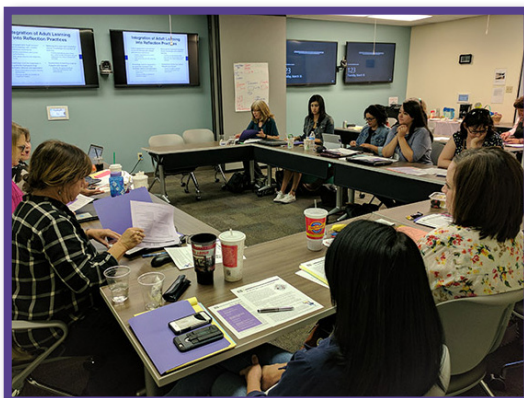




In September, 2016 we began our 5th Cohort in Iowa. While members of this cohort receive similar training and feedback as past cohorts, we included new ways to support providers as they learn to implement Family Guided Routines Based Intervention (FGRBI). This year, we included IA-DMM graduates as internal coaches to help support new Cohort 5 members. The 10 internal coaches all receive additional professional development in online modules, webinars, and feedback from the FSU coaches. When they complete their internal coaching training, they will know how to identify the key practices of FGRBI in their peers' sessions, and they will have practiced providing written and oral feedback to their teams. The intent is for them to coach new employees and provide "boosters" to other former DMM trainees.



As ours means of supporting providers evolves, so too does our ability to track changes in providers' ability to implement FGRBI. During the summer of 2016, we used our measurement tools to display changes in the providers' use of caregiver coaching strategies, routines and key indicators. Each group increased their implementation across time, and reported high levels of satisfaction with the professional development experience. A new measure focusing on the caregiver's participation in the coaching sessions is offering insights on strategies to further support adult learning.



We are also excited to add new states as collaborators in DMM. We are partnering with the FIT Focus in the New Mexico Department of Health and the University of New Mexico Early Childhood Network. This group of providers and administrators began this journey to implement FGRBI by traveling to Iowa to join in face to face trainings. They are now participating in distance mentoring sessions of their own! South Dakota has also partnered with CEC-RAP to train coaches to support service delivery in their state. We are all learning from teaming up together!

Student and Faculty Research

ASSET goes to ASHA!



This year, five ASSET students presented their research at the ASHA conference held in Philadelphia. Their presentation focused on the effects of a shared storybook reading program to increase vocabulary and the frequency of their initiations and responses. Asset students transcribed video tapes of teachers reading to the students. They entered the data into an analysis program to identify how the questions and comments the teachers made about the books affected the children's talk.

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.

CEC-RAP is proud of all the Garnet and Gold Scholars who graduated in 2016. Our own **Kylie Kraydich** completed her engagement areas and finalized her Honors Thesis this summer.



Honor's Thesis

As one of her engagement areas for Garnet and Gold, Kylie completed an honor's thesis, the Effect of Cultural Values and Family Beliefs on Acceptance of Parent Early Intervention.

Four early intervention providers from Romania, Czech Republic, and Portugal observed 12 videos, each 3-6 minutes in length, of parent-implemented intervention for young children with Down syndrome and their families.

After watching, they rated the videos on the appropriateness of the intervention for the cultural values and the likely family beliefs of their country, the utility and feasibility of

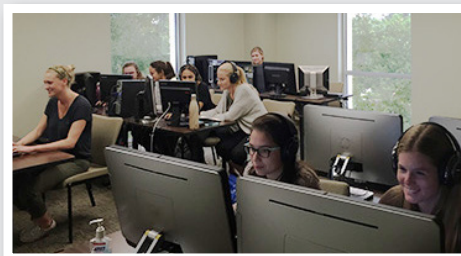
the intervention and the acceptability of the intervention by the families enrolled in their agency. All providers believed the intervention was feasible and useful but agreed that the families they worked with would need to reconsider their roles in the intervention process and learn to engage with their child rather than rely on the EI provider.

Developmental Disabilities Certificate

Jessica Clark, Kaylyn Evans, Abby Gist, Jane Katz, Lyndsey Serino, Lauren Strode, Kaylea Todd, and Maddie Sisco participated in the Developmental Disabilities Certificate this year. Each student had the opportunity to explore services beyond the early intervention programs they spend their time researching. Learning about experiences across the life span was identified as a positive of the practicum.

Undergraduate Student Research Assistants

In 2016, 19 undergraduate students joined CEC-RAP to gain experience with research at the Center. A variety of experiences were provided for the students including collecting video observations, coding video interactions, transcribing, data entry, data analysis, and helping to develop research training materials. Students learned to use a variety of software programs such as Noldus, an observational coding system, Nvivo to analyze qualitative research, and Articulate, a presentation development package. They learned the developmental sequence of gestures, how coaching strategies increase caregiver confidence and how to embed intervention into various routines. Key to the research experiences are the lab meetings where students and faculty join together to discuss what everyone is doing, what the data tell us, what the next questions might be, and how the information can be used to improve the lives of children and families.



Service Learning

Many students use their volunteer hours to earn service learning credits through the Center for Leadership and Social Change. The CEC-RAP Service Learning Volunteers for 2016 were: **Brittany Batko, Jessica Clark, Beth Cohn, Kaylyn Evans, Abby Gist, Julianne Isabel, Vanessa Ramos, Kayla Ramsey, Kaylea Todd, Maddie Sisco, and Skye Wallace.**

2016 Publications and Presentations

- Brown, J. A., & **Woods, J. J.** (2016). Parent-Implemented Communication Intervention: Sequential Analysis of Triadic Relationships. *Topics in Early Childhood Special Education*, 12, 30-42. doi:0271121416628200
- Crais, E. & **Woods J.** (2016). Role of the speech language pathologist in early childhood special education, S. Odom, B. Boyd, R. Reichow & E. Barton (Eds.) *Handbook of Early Childhood Special Education*, Baltimore, MD, Paul H. Brookes Publishing
- Cripe, J., **Delehanty, A.**, & Woods, J. (2016, November). *Supporting social communication opportunities for adolescents with ASD through interprofessional education: A pilot study of Project PALS*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Day, T., Wetherby, A. M., Nottke, C., **Delehanty, A.**, Losif, A., & Ozonoff, S. (2016, May). *Comparison of children with ASD at 3 years of age ascertained from community screening in primary care and a prospective sample of infant siblings*. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
- Delehanty, A.**, Guthrie, W., & Wetherby, A. M. (2016, November). *Verbal and nonverbal outcomes of toddlers with and without early language delays, global developmental delays, and autism spectrum disorder*. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Delehanty, A.**, Imrisek, J., & Wetherby, A. M. (2016, November). Early social communication delays and autism spectrum disorder: Using Autism Navigator® to engage professionals. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Grinker, R., **Delehanty, A.**, Wetherby, A. M., Evans, A., Brown, J., Stapel-Wax, J., Lord, C. (2016, May). *Mobilizing community systems to tackle challenges of early detection of ASD in underserved populations*. Paper presented at the International Meeting for Autism Research, Baltimore, MD.
- Lorio, C., Delehanty, A.**, & Woods, J. J. (2016). *Digital platforms and supervisory feedback to graduate student clinicians*. Perspectives on Administration and Supervision, 1(11), 18-34. doi:10.1044/persp1.SIG11.18
- Lorio, C.** & Woods, J. (2016). *A multi-component professional development program in interactive shared book reading and explicit vocabulary instruction for early childhood educators*. Poster presented at FSU CCI Doctoral Student Research Reception, Tallahassee, FL.
- Lorio, C.**, Woods, J., **Hart, M.**, **Gliem, M.**, & **Downie, C.** (2016). *Professional development in interactive shared book reading and explicit vocabulary instruction for early childhood educators*. Technical research presentation at the American Speech-Language Hearing Association Convention, Philadelphia, PA.
- Romano, M.**, Thuma-Rew, S., & Wheelan, A. (2016). Beyond play: Helping caregivers embed intervention in daily routines. Presentation at the Iowa Association for the Education of Young Children Conference in Des Moines, IA.
- Romano, M.**, **Woods, J.**, & **Windsor, K.** (2016). Strategies for Building Caregiver Capacity: Using Caregiver Coaching in Early Intervention. Presentation at the 2016 ASHA convention in Philadelphia, PA.
- Romano, M.**, **Woods, J.** & **Windsor, K.** (2016). Coaching Early Head Start teachers to embed communication strategies in classroom routines. Presentation at the 2016 Division for Early Childhood Convention in Louisville, KY.
- Wetherby, A. M., Dow, D., Allgood, E., Slate, E., **Delehanty, A.**, Day, T., & Rice, C. (2016, May). *Social communication screening and parent concern at 9-21 months of age: Comparison of a large primary care sample and children later diagnosed with ASD*. Paper presented at the International Meeting for Autism Research, Baltimore, MD.