



Communication and Early Childhood Research and Practice Center

at Florida State University

2nd Anniversary Edition

Anniversaries offer the opportunity to look back on accomplishments while planning for the future. We are delighted to share a few of our projects and our plans in our 2nd anniversary bulletin as both a celebration and a preview of upcoming events. Our bulletin is organized around the Center's mission and goals, personnel preparation and development, external funding, professional and student research, and emphasizing community outreach. CEC-RAP is a collaboration of the Colleges of Communication and Information, School of Communication and Science and Disorders and the College of Education, School of Teaching and Learning.

For additional information, please contact Juliann Woods (Juliann.Woods@cci.fsu.edu) or Mary Frances Hanline (mhanline@fsu.edu).



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. Foster interdisciplinary and interagency collaboration in early childhood policy and program development within an engaged community, and
4. Develop and maintain model programs of services and supports for research and personnel training .

Personnel and Professional Development

It has been a terrific year at CEC-RAP for personnel and professional development with one new externally funded personnel preparation project starting, two more awarded, and the initiation of the Early Childhood Personnel Center.

Personnel Preparation in Early Intervention and Education Project (PPEIEP) began in January 2012 focusing on the unique needs of children (birth to age 5 years) and families who experience “high need.” Competencies, coursework and field experiences address challenges for children with disabilities and/or developmental delays who live in high need such as poverty, are homeless, experience mental illness or domestic violence. The project prepares graduate students in early childhood special education (ECSE), early childhood education (ECE), speech/language pathology (SLPs), and other appropriate interdisciplinary preservice professionals to support children and families. Collaborations with the Big Bend Homeless Coalition, Early Head Start and Whole Child Leon support practicum placements. Mary Frances Hanline and Juliann Woods are Principal Investigators for the five year project. (<http://ppeiep.coe.fsu.edu>)

Autism Spectrum Specialized Education and Training (ASSET) received another five years of funding from the Office of Special Education (OSEP) that will support an additional 30 SLP students to receive tuition and stipends for an autism specialization within their graduate program. This is the fourth ASSET grant to be directed by Juliann Woods with over 100 scholars completing the requirements in the past 10 years. Emily Lakey will coordinate the new project in 2013. (<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: <http://www.facebook.com/groups/176489449076491/> • Pinterest: <http://pinterest.com/fsuasaset>)

Training in Research, Autism and Interdisciplinary Leadership (TRAIL) is a collaboration between CEC-RAP and the Autism Institute and will begin recruiting Doctoral Scholars interested in a PhD in Communication Science and Disorders with a specialization in Autism Research for fall 2013. Juliann Woods and Amy Wetherby are Principal Investigators for the five year project. (<http://trail.med.fsu.edu/>)

Early Childhood Personnel Center (ECPC) funded by the Office of Special Education Programs (OSEP) to the University of Connecticut with subcontracts to Florida State University, University of Kansas and the University of Oregon in exciting new opportunity for CEC-RAP. Juliann Woods and Mary Frances Hanline will direct the FSU activities. Emily Lakey, research associate, and Jackie Ford, a new doctoral scholar in COE, will join the team at FSU with Dr. Cindy Vail from University of Georgia to support 14 southern and Midwestern states in evaluation and the development of teacher preparation projects.

ECPC will 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.

Details will be forthcoming as the project begins in early 2013.

Congratulations to the **Leadership in Family Centered Early Intervention (LIFE)** recent graduates! This has been a banner year for graduates from LIFE, the federally funded, interdisciplinary leadership personnel preparation project for doctoral scholars in special education or communication science and disorders.

Five new PhDs have assumed leadership positions including:

- Christan Grygas-Coogle accepted a faculty position at the University of West Virginia.
- Danielle Jennings was hired as a State Coordinator at Florida's Office of Early Learning.
- Jenny Brown accepted a new position as an a new assistant professor at the University of Georgia.
- Mollie Friedman and Emily Lakey have accepted positions as research faculty at CEC-RAP.
- Jennifer Riggie is finishing her dissertation and is scheduled for graduation in May, 2013.
- Former graduates Jade Coston, Assistant Professor Valdosta State University, and Rachel Saffo, Assistant Professor University of Alabama are the other members of the LIFE cohort.

And were they ever busy and productive! Following is a sample of their publications.

Danielle Jennings

Jennings, D. & Hanline, M.F. (in press). Developmental Screening Referrals: Child and family factors that predict referral completion. *Topics in Early Childhood Special Education*.

Emily Lakey

Marturana, E., & Woods, J. (2012). Technology-supported performance-based feedback for early intervention home visiting. *Topics in Early Childhood Special Education*, 32(1), 14-23.

Jenny Brown

Brown, J.A., & Woods, J.J. (in press). Evaluation of a multi-component online professional development program for early interventionists. *Journal of Early Intervention*.

Mollie Friedman

Friedman, M., Woods, J., & Salisbury, C. (2012). Caregiver coaching strategies for early intervention providers: Moving towards operational definitions. *Infants and Young Children*, 25, 62-82.

Jennifer Riggie

Hanline, M. F., Hatoum, R. J., & Riggie, J. (2013). Teachers of students with severe disabilities: Utilization of knowledge and its relationship to teacher perception of competence, *Research & Practice for Persons with Severe Disabilities*, 37 (4), 1-16.

Christan Grygas-Coogle

Grygas-Coogle, C., Guerette, A., & Hanline, M.F. (in press). Early intervention experiences of families of children with an autism spectrum disorder: a qualitative pilot study. *Early Childhood Research and Practice*.

Research

Continuing Research Projects

The **KidTalk Tactics Project (KTTP)** team has been very busy this year. The model demonstration collaboration between Vanderbilt University and FSU entered its fourth year. Data collection on the original parent child dyads and Early Head Start teachers is complete. However, follow up of the children and families continues as children transition from preschool to kindergarten. This longitudinal component of the study provides critical information of the impact of the intervention on child outcomes, maintenance of parent implementation, and the effectiveness of transition supports provided to parents. The three communication coaches (Mollie Friedman, Emily Lakey and Jenny Brown) all used data from KTTP as their doctoral dissertation research. Data analysis of the project continues with the development of a training manual and other dissemination materials underway and scheduled for completion in 2013. (<http://kttp.cci.fsu.edu/>)



Caregiver coaching research continues to be a major focus in the CEC-RAP lab. Identifying “what” early intervention providers do to teach and support parents to help their young children with disabilities learn communication, early literacy, and social skills will provide an important description of “how” the key elements of coaching impact the parent child dyad within early intervention home visits. Videos from over 1000 home visits are being analyzed to identify the frequency of specific coaching strategies used and their impact on the caregiver’s interaction with the child. A deeper analysis of coaching caregivers of young children with ASD is planned in collaboration with the Autism Institute.

Research Awards

A final award for follow up evaluation of KidTalk Tactics Project (KTTP) has just been received. While the intervention phase of KTTP has finished, assessment of the children and feedback from their parents will continue for another six months as a longitudinal evaluation of impact from the intervention. Dr. Mollie Friedman will survey and conduct focus groups former participants to investigate treatment acceptability and maintenance of treatment effect.

Upcoming in 2013

- Students are currently being recruited for Fall 2013 in all OSEP funded projects. Contact Mary Frances Hanline (mhanline@fsu.edu) for information on PPEIEP and Juliann Woods (Juliann.Woods@cci.fsu.edu) for ASSET and TRAIL.
- CEC-RAP will be supporting the development of home based early intervention in the Ukraine. CEC-RAP Co-Directors Woods and Hanline will be traveling within the country in May providing training and technical assistance.
- Dr. Emily Lakey will be expanding the Distance Mentoring Model (DMM) to the state of Iowa. (<http://dmm.cci.fsu.edu/>).
- Three additional research proposals are under review with the Institute of Education Science (IES).
- The CEC-RAP Communication Coaches (Drs. Brown, Friedman, Lakey and Woods) are developing a Caregiver Coaching Curriculum. It will be field tested in PA in 2013 and submitted as a Goal 2 Development grant to IES for evaluation of its potential.



Student Research

Garnet and Gold

Claire Butler was the first Garnet and Gold Scholar to graduate after completing research at CEC-RAP. Her honor's thesis on the use of interactive technology to support vocabulary development in toddlers was included as her research engagement area and has since been presented at the American Speech Language Hearing Association's annual conference. Claire earned her prestigious award but didn't leave FSU. She is a graduate student in SCSD and an ASSET scholar. She has also completed the PPEIEP early intervention certificate.

Heather Baum and Kelsey Hendershott are currently completing their Garnet and Gold requirements. They have completed an internship and their research requirements at CEC-RAP.

Honor's Thesis

Lauren Arrington is learning about "what matters" in early intervention 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 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 has successfully defended her Honor's thesis examining the impact of different types of routines and activities on parents' ability to implement communication intervention strategies for their children with Down syndrome. She also presented her paper at ASHA in Atlanta and was recognized for her exemplary undergraduate research. Her article will be published in FSU's OWL Undergraduate Research Journal.

Directed Independent Study

Rebecca Montgomery collaborated with Dr. Lakey to develop a training module for undergraduate students on interactive shared storybook reading. Upon the successful completion of the training, undergrads will be able to complete service learning hours in Kids Incorporated Early Head Start Classrooms using the strategies to support language and literacy development of toddlers.

Kailey Joss is collaborating with Dr. Woods to identify what high quality early intervention coaching looks like in diverse daily routines, with children of different

ages and disorders, and in various settings to prepare professional development materials to use in other research and training projects. Kailey is watching video segments of archived data and annotating what the SLP does that "makes a difference".

Heather Baum is currently working with Dr. Friedman on the KidTalk Tactics Follow Up Project. This project focuses on maintaining contact with KTTP families in ways that are individualized and convenient for their own lifestyle. Through monthly emails/letters, Heather provides families receive activities and tips that encourage learning, language, and literacy at home. The main goal with the follow-up project is to continue to provide support to families to maintain their use of KTTP strategies.

Developmental Disabilities Certificate

Layne Beauregard joined CEC-RAP in the summer to complete her practicum in Developmental Disabilities. She accompanied researchers on home visits with families and served as a videographer for data collection. She provided additional support by entering and coding the video data and continues at the Center with further data analysis on coaching parents.

Andrea Bress continued a project started by Odalys Rivero from Family and Child Sciences to support students with ASD. The team of Dr. Nancy Everhart from SLIS, Dr. Linda Gessner and Dr. Woods from SCSD, Katie Murray from Information Studies and ASSET student Sara Hitt are developing a prototype professional development module for school and community librarians to facilitate successful access and use of libraries for individuals with ASD. Andrea had an article on supporting students with ASD in the library accepted for publication.

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 for an appointment.

Community Activities

Community is key to accomplishing the goals of CEC-RAP. CEC-RAP research is community based and professional development focuses on the needs of our community partners to support research-to-practice implementation of evidence based practice. Students participate in a variety of community practicum and service learning activities including the following.

Whole Child Leon and Jefferson Counties

Faculty and students participated in four Whole Child events this year by conducting speech, language and hearing screenings and contributing to the general developmental screenings in Tallahassee and Monticello. Over 180 screenings were conducted and included 19 students and 5 CEC-RAP faculty. This fall, students from the Infant-Toddler and Preschool Communication Intervention Class expanded participation by organizing developmental and activity resources and distributing them to the parents attending with the children.



Hope Community

Parent Child Play Groups were initiated at a transitional homeless shelter as a part of the PPEIEP (Personnel Preparation in Early Intervention and Education Project) infant toddler practicum. Students and faculty joined preschool children and their parents to share ideas and resources to support parent child interaction, build important language and literacy skills, and to have fun. Students discussed parents' concerns and developed activities and materials that would help parents address their priorities.



Shared Story Book Reading at Early Head Start (EHS)

Collaborating classrooms participated in both research and service learning activities for the graduate students in the L & L (Language & Literacy) project, PPEIEP (Personnel Preparation in Early Intervention and Education Project), and undergraduate students volunteering in the CEC-RAP lab. Toddlers in EHS classrooms at Budd Bell, Apalachee Parkway and Brandon's Place snuggled on the laps of students and shared stories, learned new vocabulary and engaged with books. Children, teachers and families alike enjoyed teaching the students new strategies to support language and literacy learning in growing children. The L & L students shared their research results at the fall ASHA conference in Atlanta.

Leon County Preschool Programs

Volunteers were welcomed from both Special Education and Speech Pathology into preschool programs supporting students in the high school areas. ASSET (Autism Spectrum Specialized Education and Training) students joined preschool classrooms to observe and support social interaction and communication between peers. Embedding language development and friendship skills into the classroom curriculum gave the ASSET volunteers a unique perspective on making visual schedules and supports that are functional and immediately useful to enhance participation. The ASSET students shared their research results at the fall ASHA conference in Atlanta.