

Title: Distance Mentoring Model

Class Dates: March 24, 2014 -March 23

Class Times: 9:00 AM - 4:00 PM

Class Location:

Dates/Times: March 24 (9:00 am - 4:00 pm); March 25 (8:30 am - 3:30 pm); August 11 (9:00 am - 4:00 pm); August 12 (8:30 am - 3:30 pm) 2014; March 23(8:30 am - 4:00 pm)

In addition participants will join monthly hour-long webinars throughout the year (12 contact hours total) and also participate in monthly external coaching sessions (12 contact hours total) and peer coaching sessions (12 hours total). This will cover the 15 contact hours plus 30 additional hours to offer this course for 1 EDMA.

Instructor(s):

Credits:

Description:

Participation in DMM includes face-to-face training workshops and ongoing follow-up support including individualized performance-based feedback on video recorded home visit intervention sessions, content webinars, and online content including an interactive website, blog, etc.

Audience: Site Based

Targeted Subject Area and Grade Level:
Family-guided routines-based early intervention

Subject Category: Early Childhood

Focus of Instruction: Combination

Learning Goals or Targets:

Participants will describe rationale for use of caregiver--implemented intervention in everyday routines & activities and identify strategies for establishing and maintaining collaborative relationships with families.

Participants will list 4 methods for assessing child strengths and needs with parents as partners in routines.

Participants will describe strategies for embedding functional child and family outcomes in everyday routines and activities using evidence-based interventions.

Participants will describe use of general and specific caregiver coaching strategies in routines.

Participants will define quality indicators of family-centered services in the natural environment.

Course Requirements and Participant Evaluation:

Course Requirements:

100% Attendance

Active Participation

All assignments completed and handed in

Participant Evaluation:

A= "Yes" on 12-14 items plus at least 10 videos submitted; B/Pass= "Yes" on 9-11 items plus at least 8 videos submitted; C ="Yes" on 6-8 items plus at least 6 videos submitted; D="Yes" 3-5 items plus at least 4 videos submitted; F= "Yes" on less than 3 items and less than 4 videos submitted.

Research Base:

Bruder, M. B. (2010). Early childhood intervention: A promise to children and families for their future. *Exceptional Children*, 76(3) 339-355.

Bruder, M. B., Mogro-Wilson, C., Stayton, V. D., Dietrich, S. L. (2009). The national status of in-service professional development systems for early intervention and early childhood special education practitioners. *Infants and Young Children*, 22(1), 13-20.

Campbell, P. H., & Sawyer, L. B. (2007). Supporting learning opportunities in natural settings through participation-based services. *Journal of Early Intervention*, 29(4), 287-305.

Campbell, P. H., Sawyer, L. B., & Muhlenhaupt, M. (2009). The meaning of natural environments for parents and professionals. *Infants and Young Children*, 22(4), 264-287.

Chen, D., Klein, M.D., & Minor, L. (2009) Interdisciplinary perspectives in early intervention: professional development in multiple disabilities through distance education. *Infants & Young Children*, 22(2), 146-158.

Colyvas, J. L., Sawyer, L. B., & Campbell, P. H. (2010). Identifying strategies early intervention occupational therapists use to teach caregivers. *American Journal of Occupational Therapy*, 64, 776D785.

Crais, E. R., Roy, V. P., & Free, K. (2006). Parents' and professionals' perceptions of the implementation of family-centered practices in child assessments. *American Journal of Speech-Language Pathology*, 15, 365-377.

Donovan, M. et al. (Eds.) (1999). *How people learn*. Washington, DC: National Academy Press
Dunst, C. J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants & Young Children*, 22, 164D176.

Fleming, J. A., Sawyer, L. B., & Campbell, P. H. (2011). Early intervention providers' perspectives about implementing participation-based practices. *Topics in Early Childhood Special Education*, 30, 233D244.

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

Hanft, B., Rush, D., & Sheldon, M. (2004) *Coaching Families and Colleagues in Early Childhood*.

Maryland: Paul Brookes
Kashinath, S., Woods, J., & Goldstein, H. (2006). Enhancing generalized teaching strategy use in daily routines by parents of children with autism. *Journal of Speech, Language, Hearing Research*. 49(3), 466-485.

Marturana, E., & Woods, J. (2012). Technology supported performance based feedback for early intervention home visiting. *Topics in Early Childhood Special Education*. DOI:

10.1177/0271121411434935
McLean, L.K.S., Solomonson, B. McLean, J. Sack, S. (1984). Joint action routines: A strategy for facilitating communication and language development in the classroom. *Seminars in Speech and Language*, 5(3), 213-228.

Peterson, C. A., Luze, G. J., Eshbaugh, E. M., Jeon, H. J., & Kantz, K. R. (2007). Enhancing parent-child interactions through home visiting: Promising practice or unfulfilled promise? *Journal of Early Intervention*, 29(2), 119-140.

Rosaen, C. L., Lundeberg, M., Cooper, M., Fritzen, A., & Terpstra, M. (2008). Noticing: How does investigation of video records change how teachers reflect on their experiences? *Journal of Teacher Education*, 59(4), 347-360.

Salisbury, C., Cambray-Engstrom, E., & Woods, J. (in press). Providers' reported and actual use of coaching strategies in natural environments. *Topics in Early Childhood Special Education* Salisbury, C., Woods, J., & Copeland, C. (2010). Provider perspectives on adopting and using collaborative consultation in natural environments. *Topics in Early Childhood Special Education*, 30, 132-147.

Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (2005). DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education. Longmont, CO: Sopris West Education Services.

Summers, S. J., Funk, K., Twombly, L., Waddell, M., & Squires, J. (2007). The explication of the mentor model, videotaping, and reflective consultation in support of infant mental health. *Infant Mental Health Journal* 28(2), 216-236.

Trivette, C. M., Dunst, C. J., Hamby, D. H., & O'Herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies. *Winterberry Research Syntheses*, 2, 1-31.

Wetherby, A. & Woods, J. (2006) Early social interaction project for children with autism spectrum disorders beginning in the second year of life: A preliminary study. *Topics in Early Childhood Special Education*. 26(2), 67-82

Wilcox, M. J., Guimond, A. B., & Kim, S. J. (February, 2010). The relationship between home visiting practices focused on teaching caregivers and children's outcomes. Poster presented to the Biannual Meeting of the Conference on Research Innovations in Early Intervention, San Diego.

Woods, J. & Brown, J. (2011). Incorporating parent-implemented intervention as a strategy to increase social communication competence in young children. *Topics in Language Disorders* 31(3) 235-246.

Woods, J., Kashinath, S. & Goldstein, H. (2004), Effects of embedding caregiver implemented teaching strategies in daily routines on children's communication outcomes. *Journal of Early Intervention*, #26, p.175-193.

Woods, J., Wilcox, M. J., Friedman, M. & Murch, T. (2011). Collaborative consultation in natural environments: Strategies to enhance family centered supports and services. *Language, Speech, and Hearing Services in Schools*.

Course Content/Syllabus:

March 24

Outcomes for Day 1:

- Describe rationale for use of caregiver-implemented intervention in everyday routines and activities -
- Identify strategies for establishing and maintaining collaborative relationships with families -List 4
- methods for assessing child strengths and needs with parents as partners in routines -Describe
- strategies for embedding functional child and family outcomes in everyday routines and activities using
- evidence based interventions

9:00-9:15 Welcome and Overview of the Day

9:15-9:45 We're Going on a Journey

9:45- 10:45 Adult Learning

10:45-11:00 Break

11:00-12:00 Routines to Support Parent and Child Interaction

12:00-1:00 Lunch Break

1:00-1:30 Observation as a Tool to Support Routines-Based Intervention
1:30-2:15 Functional Participation-Based Outcomes
2:15- 3:30 Embedded Intervention
-Activity: Brown Bags- Embedding Outcomes
3:30-4:00 Summary and Plan for Tomorrow

March 25

Outcomes for Day 2:

-List SS-OO-PP-RR components
-Describe 4-step process for joint problem solving with families -Practice use of a framework for coaching caregivers that promotes success for the triad -Describe general and specific caregiver coaching strategies -Define quality indicators that support implementation of family-centered services in the natural environment -Develop an action plan for next steps with peer partner
8:30-9:00 Welcome and Overview of the Day -Review of learning profiles
9:00-10:30 SS-OO-PP-RR
-Introduction and SS-OO
10:30- 10:45 Break
10:45-12:00 SS-OO-PP-RR (cont.)
-PP-RR
-Activity: 4-Step Problem Solving
12:00-1:00 Lunch Break
1:00- 2:30 Coaching
-Activity: Drive Bys
2:30-3:30 Review Next Steps for External and Peer Coaching

August 11

Outcomes for Day 1:

-Identify 3 changes in knowledge and skills for FGRBI and Coaching -Laugh out loud a minimum of 3 times and share at least 1 silly thing that has happened (Learning should be a bit of fun!) -List 4 steps for problem solving with families on embedded intervention in THEIR routines -Describe strategies for coaching in early care and education

9:00-9:15 Welcome to the next leg of our road trip!

9:15-10:15 Sharing our Journey ð Show and Tell!

10:15-10:30 Break

10:30-12:00 SS-OO-PP-RR Lessons Learned -Expanding Routine Categories and Embedded Intervention

12:00-1:00 Lunch Break

1:00-1:30 Building Capacity with Families: Expanding our Strategies

1:30-2:15 Problem Solving and Reflection (Adding the Purr to our SSOOPRR!)

2:15- 2:45 Activity Break

2:45 - 3:30 Coaching in Child Care - Same and Different

3:30-4:00 Summary and Plan for Tomorrow

6:00 Evening Adventure ð What parents need to know

August 12

Outcomes for Day 2:

¥ Expand knowledge about learning

¥ List 2 more ways to use video to support learning ¥ Share 2 strategies to support others in your agency to join in (without taking over!) ¥ Develop an action plan for next steps with peer partner

8:30-9:00 Reflections on Monday and Risks to Try for Tuesday!

9:00 - 11:00 Learning about Learning from Larry

11-12:00 Using Video with FamiliesÉ. practice and problem solving

12:00-1:00 Lunch Break

1:00- 2:30 Coaching 3 Ways

-Coaching families

-Coaching with peers

-Coaching with cohort 2

2:30-3:30 Action Plans and Next Steps for External and Peer Coaching

March 23 workshop

8:30 am - 4:00 pm

Participants will present a case using data, video and DMM materials including a fidelity checklist of family-centered routines-based intervention practices.

In addition participants will join monthly hour-long webinars throughout the year (12 contact hours total) and also participate in monthly external coaching sessions (12 contact hours total) and peer coaching sessions (12 hours total).