Professional Development: It really does take a village.

Nancy Miller, M.Ed., OTR/L
KDEC Conference
February 24, 2011
Adults as Learners

• Approximately 50% is retained.

• 40-80% may be forgotten immediately.

• Of the 50% recalled, approximately half is remembered wrong

(Domoracki & Halter, 2006)

What are the implications of these findings for how we plan and conduct professional development in public school ECSE programs?
Adult Learning

According to adult learning research:

• “People are more likely to learn new information if it fits within their existing mental framework of knowledge and past experiences” (Rush & Shelden, 2008, p. 3)
Adult Learners come with different Perceptions and Goals when attending Professional Development Opportunities

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Tell me, I forget.
Show me, I remember.
Involve me, I understand.

Chinese Proverb
Our Challenges:

- Three different ECSE Coordinators in 6 years
- Lack of continuity and consistency across program (assessment, curriculum, program evaluation)
- Buy-in from staff
- Often hard to have all staff present for Professional Development Meetings
- Reliance on short “Sit and Get” sessions
- format
Our Assets

• Supportive administration as we explored opportunities to make changes
• Ongoing KITS technical assistance plan/support
• Development of Leadership Team in relation to Professional Development
• Needs Assessment surveys and whole staff involvement in decision-making
The Village

http://www.kskits.org

http://www.bakeru.edu/index.php

www.bluevalleyk12.org
The audience: ECSE Staff

- Twenty-two ECSE classroom Teachers
  - 15 ECSE classrooms
  - 6 ECSE/ECSE LIFT (autism) classrooms
  - 1 ECSE Discovery/Evaluation classroom
- Nine Occupational Therapists
  - 7 ECSE only
  - 1 ECSE and K-5
  - 1 ECSE Discovery/Evaluation classroom (part time)
- Ten Speech Language Pathologists
  - 7 ECSE only
  - 3 ECSE and K-5
- One Community ECSE Teacher (also an Occupational Therapist)
- Two (part time) Community Speech Language Pathologists
- Three Itinerant Speech Language Pathologists
HOW DID WE GET HERE?
2007-2008:

- Using TPBA as initial evaluation tool (inconsistent application across classes)
- Decision (state mandate) to move toward use of Curriculum Based Assessment
- Committee to review the CBAs approved for use in Kansas
- Staff narrowed down to two; Hawaii Early Learning Profile (HELP) and Assessment, Evaluation and Programming System (AEPS)
- Support from KITS to compare, contrast these two and make a final choice
- Staff chose AEPS
- AEPS and AEPSi were purchased for the district
2008-2009:

- Initiated AEPS/AEPSi access and training
- Staff required to explore and complete for 1-2 children
- Ongoing training on AEPS/AEPSi throughout year
  - Support from AEPS/AEPSi staff at Brookes Publishing Co.
  - Support from KITS for training ideas and materials
2009-2010:

- AEPS/AEPSi refresher and update training
- Staff required to complete AEPS/AEPSi on all ECSE students by October of 2009 and again prior to the child’s next IEP
- Exploration of using the AEPS/AEPSI to support the “Linked System” i.e., selection of priority goals, grouping students with similar needs to support intervention planning and embedded learning opportunities
- Evaluation Team began to use AEPS/AEPSi during evaluation to support eligibility decisions (ECO)
- Begin planning to build on AEPS/AEPSi and the linked system (Assessment – Goal Development – Intervention – Evaluation)
- Professional Development on engagement using “Engagement of every child in the preschool classroom” by Robin McWilliams
2010-2011:

• Evaluation Team and Classroom staff using AEPS/AEPSi during initial evaluations to support eligibility (ECO)

• Staff continue to use AEPS/AEPSi prior to IEPs and when appropriate at time of transition to kindergarten (ECO)

• Initiate specific linked system professional development (Assessment – Goal Development – Intervention – Evaluation)

• Developed continuing linked system professional development using the book, “An Activity Based Approach to Early Intervention” Third Edition by Kristie Pretti-Frontczak & Diane Bricker

• KITS TA Plan and district collaboration with Baker University led to establishing a 3 credit college course for ECSE staff (voluntary)
Back to The Village

http://www.kskits.org

http://www.bakeru.edu/index.php

www.bluevalleyk12.org
Benefits of a 12-week graduate college class

• Staff can get graduate credit which allows movement across the salary scale and provides coursework toward certificate renewal or Continuing Education Units for OTs and SLPs

• Covering material in a 12-week course allows the participants time to learn, synthesize, practice and apply the information during class and back in their classrooms.

• Assignments are relevant to participants needs and allow direct application of learning with current children they are working with.

• Several “teams” took the course which supported ongoing collaboration
Activity-Based Intervention and a Linked System

The four processes of a linked system framework:

- Assessment
- Goal development
- Intervention
- Evaluation
Activity-Based Intervention is an approach that is specifically designed to help children reach their individual goals within the context of daily activities.
The focus on **authentic routine activities** is at the heart of Activity Based Intervention (ABI)
ABI is defined as “a child-directed, transactional approach that embeds intervention on children’s individual goals and objectives in routine, planned, or child-initiated activities and uses logically occurring antecedents and consequences to develop functional and generalizable skills” (Bricker and Cripe, 1992)
Four Elements of ABI

(1) Child directed, routine, planned activities
(2) Multiple and varied learning opportunities
(3) Functional and generative goals
(4) Timely and integral feedback/consequences

All are embedded into authentic classroom activities in a meaningful manner.
ABI

• IS
  • An approach to work with young children
  • For all young children (home or center-based)
  • Compatible with a wide variety of teaching strategies
  • Family-centered
  • Grounded in theory and research
  • Flexible
  • Time consuming and requires planning time

• IS NOT
  • A specific curriculum
  • Just for children with disabilities
  • An adult-directed approach
  • easy

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## ABI Framework

### Purpose:
To enhance children’s learning and use of important developmental skills.

### Focus:
Child-environment transactions during authentic activities.

<table>
<thead>
<tr>
<th>Elements:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child-directed, routine, and planned activities</td>
<td>Multiple and varied learning opportunities</td>
<td>Functional and generative goals</td>
<td>Timely and integral feedback or consequences</td>
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### Underlying process:
Embedding is a process that occurs across daily activities (child-directed, routine, and planned), offering multiple and varied learning opportunities that in turn elicit desired responses from children (i.e., demonstrating functional and generative skills) that are supported by timely and integral feedback or consequences that are directly related to or contingent on children’s behaviors.
Class meets on Mondays from 4:15-7:15

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTER/TOPIC</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>8/23/10</td>
<td>• Overview of ABI Course</td>
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<tr>
<td></td>
<td>• Registration/Baker Credit or MLP</td>
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<tr>
<td></td>
<td>• Chapter 1: Evolution of ABI</td>
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<td></td>
<td>• Chapter 2: Description of ABI</td>
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<tr>
<td>8/30/10</td>
<td>• Finish Chapter 2</td>
<td>Skim chapters 1 &amp; 2</td>
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<td></td>
<td>• Chapter 4: Organizational Structure of an Activity-Based Approach</td>
<td>Read Chapter 4</td>
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<tr>
<td>9/6/10</td>
<td><strong>NO CLASS</strong></td>
<td></td>
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<tr>
<td>9/13/10</td>
<td>• Chapter 3: Activity-Based Intervention and a Linked System</td>
<td>Read Chapter 3</td>
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<tr>
<td>9/20/10</td>
<td>• AEPS/AEPSi: Assessment Process</td>
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<tr>
<td>9/27/10</td>
<td>• AEPS/AEPSi: Goal Development</td>
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<tr>
<td>10/4/10</td>
<td>• Chapter 5: Application of ABI</td>
<td>Read Chapter 5</td>
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<tr>
<td>10/11/10</td>
<td>• Developing Intervention Guides; Embedded Schedules and Activity Plans</td>
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<tr>
<td>10/18/10</td>
<td>• Developing Intervention Guides; Embedded Schedules and Activity Plans</td>
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<td>10/25/10</td>
<td><strong>NO CLASS</strong></td>
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<tr>
<td>11/1/10</td>
<td>• Chapter 6: Activity-Based Intervention and the Team</td>
<td>Read Chapter 6</td>
</tr>
<tr>
<td>11/8/10</td>
<td>• Chapter 7: Issues Associated with the use of an Activity-Based Approach</td>
<td>Read Chapter 7; be ready to discuss issues in relation to your classroom/BVECSE as a whole</td>
</tr>
<tr>
<td>11/15/10</td>
<td>• Group Presentations</td>
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<tr>
<td>11/22/10</td>
<td>• Group Presentations</td>
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<td>11/29/10</td>
<td>• Chapter 10: Into the Future</td>
<td>Application Assignments Due</td>
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<tr>
<td>12/6/10</td>
<td>• Phoebe Rinkel</td>
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ABI Needs Survey

1. What does Activity Based Instruction mean to you?

2. What do you hope to gain by taking this class??

3. How comfortable do you feel planning activities that link back to assessment & goal development?

4. What strategies are you currently using to reflect your knowledge and understanding of Activity Based Instruction in your classroom or classrooms you are a part of?

5. What challenges have you encountered or what obstacles have prevented you from implementing Activity Based Instruction? Why?
• Chapter 1: Evolution of Activity-Based Intervention (ABI)
• Chapter 2: Description of Activity-Based Intervention (ABI)
• Chapter 3: ABI and a Linked System
• Chapter 4: Organizational Structure of an Activity-Based Approach
• Chapter 5: Application of ABI
• Chapter 6: ABI and the Team
• Chapter 7: Issues Associated with the Use of Activity-Based Approach
• Chapter 8: Conceptual Foundations for and Activity-Based Approach
• Chapter 9: The Empirical Bases for and Activity-Based Approach
• Chapter 10: Into the Future
The Village and Team Effort

• 23 classroom staff members took the class (58% of classroom staff)
• 4/6 Leadership Team members participated in the development and presentation of the class
• Assignments included presentations of chapter material and sharing ABI concepts with a variety of audiences (ECSE staff, paraprofessionals, parents)
• In class opportunities to use ABI forms (Intervention Plan, Embedding Schedules, Activity Plan) with current children in their programs
• Administrative support to apply ABI across programs
Next Steps:

• 1/18/11: Professional Development session with all ECSE staff to continue training on application of the “Linked System”
  • AEPS/AEPSi (Survey Key)
  • ABI and it’s application in our classrooms
    • Focus on engagement
    • Focus on intervention planning
    • Focus on embedded learning opportunities
  • Every team will develop one set of ABI forms on a child to bring to Professional Development meeting 3/10/11
Special Thanks to........

Dr. Joan Robbins, Kendall Burr, Phoebe Rinkel, and an awesome Blue Valley ECSE Leadership Team: Carri Kasick, Meghan McGhee, Cassie Toomey, and Carrie Wright
Questions