

"I Wish Someone Had Told Me This Sooner": Implementing Evidence-Based Instructional Practices in IECE Classrooms

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Introductions

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Agenda

- ▶ Instruction in Evidence-Based Practices
- ▶ Voices from the Field
- ▶ Next Steps
- ▶ Questions



Instruction in Evidence-Based Practices

Context

- ▶ Undergraduates in elementary/IECE dual certification program
- ▶ Certified elementary teachers with emergency certification in IECE

Strategies to Support Learning

1. Demonstrate relevance to career
 - ▶ Data on children with disabilities served in regular education classrooms

Quiz with Kahoot!



Strategies to Support Learning

2. Emphasize evidence-based practices
 - ▶ Define
 - ▶ Share importance
 - ▶ Acknowledge challenges
 - ▶ Use an example: "learning styles"

What is an Evidence-Based Practice?

- https://iris.peabody.vanderbilt.edu/module/ebp_01/challenge/#content
- One whose effectiveness is supported by rigorous research
- "Practices, treatments, or interventions for which there is convincing research evidence that they will generally result in intended outcomes when implemented as planned under defined circumstances and with particular individuals."

Why Use EBPs?



- Treatment A**
- Has been subjected to a great deal of rigorous research
 - Worked for most people, most of the time
 - Is rated as very effective

- Treatment B**
- Has been used in one or two research studies
 - Supported by a few anecdotal reports
 - Is rated as moderately effective

Challenges with Using EBPs

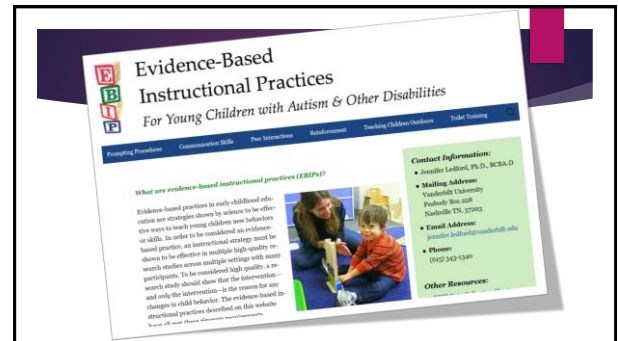
- Teachers often use what is commonly used without questioning whether it's supported by evidence.
 - Example: Zero tolerance programs
- Can be difficult to find or in difficult-to-read formats
- Programs or curricula might claim to be evidence-based when they're not
- Confusion that an EBP is a "fad"

Learning Styles

- Get in small groups and discuss:
 - Something you learned about learning styles.
 - Something that you still have a question about.
 - Anything else that stood out to you.

Strategies to Support Learning

3. Use early childhood examples
 - e.g., vkc.mc.vanderbilt.edu/ebip



Strategies to Support Learning

4. Provide time to practice in class
 - Role play

Role Play



Strategies to Support Learning

5. Assign practice opportunities out of class
 - Instructional procedure reflections

Instructional Procedure Reflection

Instructional Procedure Reflection 1 and 2

Description of assignment: The purpose of this assignment is to allow you to practice using instructional procedures and reflect on your implementation of the procedures.

Procedures: Each reflection will involve practicing, implementing, and reflecting on the use of a different instructional procedure. Reflection 1 will be on the system of least prompts, and Reflection 2 will be on constant time delay. You will implement the instructional procedure in your field experience placement in at least two different sessions separated by one day or more with the same child. You will then write a reflection on your use of the instructional procedure.

Strategies to Support Learning

6. Assign project to support implementation
 - Teaching project

Teaching Project

Teaching Project (HAT)

Description of assignment: The purpose of the teaching project is to allow you to demonstrate competency in choosing instructional procedures and planning interventions. This project will be completed in groups for undergraduate students and individually for graduate students.

Procedures: The teaching project will occur in three parts, all of which will result in a written report. In Part A, you will collect information and write potential objectives. In Part B, you will conduct a preference assessment. In Part C, you will develop an instructional plan.

Strategies to Support Learning

7. Assign project to support dissemination
 - Professional development plan

Professional Development Plan

Professional Development Plan (graduate students only)

Description of assignment: The purpose of this assignment is to give you an opportunity to write a plan for teaching someone to use an instructional procedure.

Procedures: Identify an instructional procedure and submit it to me for approval. After receiving approval, write a plan for how you will train and support someone to use the procedure. Develop training materials (e.g., presentation outline, handouts, links to video examples). Materials should be understandable to the average high school graduate with no experience in ECSE, such as a new classroom assistant. Write up your plan.

Voices from the Field

Spreading the Word About Systematic Instruction

- In PLC, discussed:
 - ❑ How curriculum introduces letters
 - ❑ Assessment tool—OUNCE
 - Not strong for early academic learning goals
 - ❑ Students who didn't know letters/colors

Spreading the Word About Systematic Instruction

- ▶ Used simultaneous prompting
 - Errorless
 - Effective
 - Evidence-based
 - Suitable for very young children, with and without delays

Spreading the Word About Systematic Instruction

- ▶ Explained procedure
 - ❑ Baseline data collection to see what children know
 - ❑ Administer trials—0 sec
 - ❑ Next day—test them first, then do 0 sec trials again
 - ❑ Introduce new letters systematically

Implementation Supports

- ▶ Exposure to procedure in class
- ▶ Did professional development plan on it
- ▶ Effectiveness and simplicity of procedure

Challenges to Implementation

- ▶ Overwhelmed with learning a lot of procedures in class
 - ❑ Retaining information
 - ❑ Distinguishing between procedures

Challenges to Implementation

- ▶ Did not follow up on implementation
 - ❑ Staffing issues
 - ❑ Not able to meet for PLCs as often as they would like
- ▶ Amount of paperwork
- ▶ Finding time in day to do it with low numbers of adults

Next Steps

Next Steps

- ▶ Continue to refine course content
 - ❑ Number of instructional procedures
- ▶ Refine class activities and assignments
 - ❑ Multiple practice opportunities
- ▶ Strengthen field placement component

Questions?

