

Kentucky DEC Mini-Grant using Monograph topics and Recommended Practices



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Training Early Care and Education Professionals in Recommended Practices



- **Targeted population**
 - Child Care Professionals seeking training on one of three topics:
literacy, Assessment & Challenging Behavior
 - Rural Communities where CCR & R provides ongoing training opportunities

Project Outcomes (3)



- 4 High Quality Trainings for child care providers
- Train 60 professionals/programs will increase their knowledge of DEC's Recommended Practices (RP).
- Implementation of DEC's RP in their classrooms

Collaboration with CCR&R



- Child Care Resource and Referral were our main source of collaboration. State Support of our activities.
- Rural child care programs
- Provide: Training Calendar, Advertisement to local child care programs, free space and materials.

Evaluation



- No literacy
- Chose: RP's associated with:
 - Assessment
 - Social-Emotional Development/Challenging Behavior

Pre and Post Evaluation provided.

Budget of project



- Exceeded target population
 - Therefore exceeded \$ spent on Monograph

Time line was extended for several reasons:

Training Calendar of regional CCR&R
setting/location of training (rural).

Results



- Here is what we found
 - 4 trainings
 - Pre & post evaluation with 4 wk. follow up survey
 - Overall knowledge increase and perceived increase of implementation!

On-site and Follow-up surveys



DEC Recommended Practices: add title of your specific topic here
Follow-Up Evaluation (complete approximately 4-6 weeks post training)

Date: _____ **Program:** _____

Read each of the following statements carefully.	Circle the number that matches your belief 4- Strongly Agree, 3- Agree, 2- Disagree, 1- Strongly Disagree			
I have implemented the DEC's Recommended Practices: add specific topic title.	4	3	2	1
I have a wide variety of resources that I use to support my practice in DEC's Recommended Practices: add specific topic title.	4	3	2	1
I am confident in the strategies that I use for DEC's Recommended Practices: add specific topic title.	4	3	2	1
My practice in DEC's Recommended Practices: add specific topic title has improved the services for the children in my care.	4	3	2	1

1) List at least three Ideas and/or strategies you have implemented in your classroom/program since your training session.

2) How has the information **on your specific subject** changed your practices?

Results (quantitative)



- **Over 200 total participants**
 - Only lead teachers surveyed (n=127) onsite
 - Unusable surveys thrown out (n=118)
- **98% of those surveyed on-site indicated increase/improvement in:**
 - knowledge (131%),
 - resources (127%),
 - confidence in the topic (126%), and
 - services provided (125%).

Results for Assessment (qualitative)



What learned...

- >I hadn't really thought much about involving parents in the assessment as well. I thought it was a great idea to have parents send in things or comment. Also I had never heard of DEC or an ecological assessment.
- >Assessment should be done in a natural environment. Children are evaluated to see what they can do (by themselves or with help). Evaluators should be careful not to get in the test mode.
- >Many ways we can use the assessment, new ideas on ways to take observations, ideas for documenting.

How use...

- >It did give me some insight on how to use assessment as well as how and where to do it.
- >Assessment can be simple and doesn't require a lot of gathered materials or preparation on the part of the teacher.
- >I will let the children lead the evaluation instead of me.
- >Be more aware of the environments of my children.
- >I will be better prepared to recognize and implement Authentic Assessment.

Results for Social/Emotional Development (qualitative)



What learned...

- >I need a picture schedule system for my support, Breakdown behaviors to find out “why” they are happening, I can call for additional help/resources.
- >Learned how to look for what is causing the behavior and how I can collect data to find out when the behaviors are accruing.
- >Find the function of the behavior, strategies to improve behavior, Collect data
- >How everything can have effects on child behavior.
- >Using visual on rules, using schedules

How use...

- >Picture schedule system for my student
- It will help me to think about and observe more about what the child needs and how to manage the behavior
- >I know there are more resources out there and ideals to solve problems
- >Talk with smaller voices, and to praise the children in my different ways like high five, smiles, happy faces
- >I need to really rethink the physical layout of my room. I think the area I have is too large for my toddlers.

Follow-up Results (quantitative)



Social /Emotional (West)	Before training	After training	4 week follow- up
Knowledge/Implement	2.8	3.9	3.3
Resources to implement	2.5	3.7	3.3
Confident in strategies	3.0	4.0	3.3
Improved services/ professional practices	3.2	4.0	3.0

Assessment (SE)	Before training	After training	4 week follow- up
Knowledge/Implement	2.9	3.6	3.2
Resources to implement	3.0	3.5	3.2
Confident in strategies	2.9	3.6	3.2
Improved services/ professional practices	3.0	3.6	3.2

Follow-up Results for Assessment (qualitative)



Strategies implemented...

- > Make parents more aware of developmental goals
- > Conduct daily observations
- > Plan activities to meet developmental levels
- > Ask open-ended questions

How have practices changed...

- > Learned more about the procedures
- > More aware of individual differences and ways to plan
- > Children assessed while engaged in activities

Follow-up Results for Social/Emotional Development (qualitative)



Strategies implemented...	How have practices changed...
<ul style="list-style-type: none">> Visual Schedule Board> Picture System> First/Then> Starting Social Stories Soon> Center choices presented visually	<ul style="list-style-type: none">> Become more aware of home environment and the effect on preschool.> “Prepare” the child for the next event/scheduled activity in the days schedule> We have been able to INCREASE our expectations for the student’s participation in class activities. Previously, we had low expectations in order to prevent tantrums.

Limitations of study



- Not all participants received 4 week follow-up evaluation
- Follow-up evaluation not submitted via survey engine such as “Survey Monkey” or “Survey Gizmo”, but relied on regular mail survey
- Cost to mail survey is greater than online survey, but not all teachers had email access.
- Collaboration with state program has its weaknesses.
- Thought literacy was big ticket item, but not requested!

Recommendations to subdivisions



- Consider training calendar of region or district where providing information
- Be sure local organization has “buy-in”
- Be sure trainers are available
- Establish template of training material (power point and handouts all same for consistency of training)
- Allow 6-8 weeks for follow-up evaluation on implementation of RP’s.

NEXT STEPS ...



- Complete follow up evaluation for remaining participants.
- Share data with CCR&R program
- Discuss options with local CCR & R representatives for future training through child care.
- Consider creating training template to share with each monograph!

Thank you National DEC!



- We have learned a lot, shared a lot, and appreciate the opportunity to explore the possibilities of training early care and education professionals about Recommended Practices.
- We have a long way to go in Kentucky, but one more step towards improving the lives of children and families with disabilities!