

Using Adult Education Principles to Provide Professional Development for the *Foundations of Inclusion*

Based on principles and research on adult learning and inclusion, this professional development (PD) sequence is designed to introduce the *Foundations of Inclusion* training curriculum to TA practitioners at the same time that it models effective adult learning practices. The *Foundations of Inclusion* training curriculum includes the most relevant laws, policies and research-based practices that support the inclusion of young children with disabilities in early childhood settings birth-five. The *Using Adult Education Principles to Provide Professional Development for the Foundations of Inclusion* PD sequence includes a four-hour face to face workshop coupled with two hours of pre-and post-workshop activities. An outcome for TA practitioners is that they will develop and pilot test a personalized PD plan for implementing the 2-hour *Foundations of Inclusion* training curriculum in their communities. The *Foundations of Inclusion* training curriculum as well as this PD sequence for TA practitioners were developed by the CONNECT Project at Frank Porter Graham (FPG) Child Development Institute¹. The facilitators of the PD sequence are: Pam Winton and Chih-Ing Lim (CONNECT, FPG Child Development Institute), Cindy Broadway and Susan Butler-Staub (Child Care Resources, Inc.).

Objectives for PD Sequence: Participants will be able to:

1. Understand the components and software/hardware requirements of the *Foundations of Inclusion training curriculum*;
2. Understand/know and be able to apply principles of adult learning, adult learning styles, and research-based approaches to the PD that participants plan and implement;
3. Develop a PD plan for delivering the *Foundations of Inclusion training curriculum for early childhood practitioners* that reflects effective PD practices integrated with the unique context of the setting where they plan to implement the curriculum;
4. Implement and evaluate their PD plan; and
5. Use evaluation information to make improvements in their PD plan.

¹ CONNECT develops practice-focused instructional modules and resources for faculty and other professional development providers to use. It is a partnership between Frank Porter Graham Child Development Institute, UNC-CH, and the University of Kentucky and is funded by the U.S. Department of Education, Office of Special Education Programs. Learn more at connect.fpg.unc.edu

Pre-Workshop Activity (45 minutes)

Time	Activity/Purpose	Delivery Style	Resources
45 minutes	<p>Participants will do the following:</p> <ol style="list-style-type: none"> 1. Learn about the software/hardware requirements of the curriculum and download the <i>Foundations of Inclusion training curriculum: Facilitator’s guide</i> on to a computer for training purposes 2. Become familiar with the components of the <i>Foundations of Inclusion training curriculum</i> (e.g., view video, review suggested activities) 3. Reflect upon their unique strengths and needs related to implementing the curriculum with child care practitioners 	Online/website	<p>Pre-workshop online survey of knowledge of adult learning and inclusion.</p> <p>Set of directions for completing the pre-workshop activities online including technical directions for downloading software for implementing the curriculum</p> <p>Pre-workshop reflection questions</p> <p>NOTE: We will need email addresses for each registrant. Registration deadline is needed.</p>

Face-to-Face Workshop (4 hours)

Time	Activity/Purpose	Delivery Style / Person	Resources
20 minutes	<ol style="list-style-type: none"> 1. Review PD sequence 2. Review with participants the objectives for the PD Sequence <ul style="list-style-type: none"> ▪ Check off the first objective as being accomplished already: <ul style="list-style-type: none"> ○ Understand the components and software/hardware requirements of the <i>Foundations of Inclusion training curriculum</i> ▪ Statement of remaining objectives: <ul style="list-style-type: none"> ○ Understand/know and be able to apply principles of adult learning, adult learning styles, and research-based approaches to the PD that participants plan and implement; ○ Develop a PD plan for delivering the <i>Foundations of Inclusion training curriculum</i> that reflects effective PD practices integrated with the unique context of the setting where they plan to implement the curriculum; ○ Implement and evaluate their PD plan; and ○ Use evaluation information to make improvements in their PD plan. 3. Thank participants for completing pre-workshop activities. 4. Present content analysis of their strengths and needs based on pre-workshop reflection questions 5. Introduction-Have participants introduce themselves and the main thing they hope to leave with today <ul style="list-style-type: none"> ○ 	Presentation / Small group	Sign In sheets Handout packet for participants

15 minutes	<p>6. Principles of adult learning, adult learning styles, and research-based PD</p> <ul style="list-style-type: none"> These principles will be infused throughout the rest of the workshop: Participants will use the <i>Checklist: Evidence-based Professional Development Practices that Reflect Adult Learning Principles</i> to assess and reflect how the trainers for the workshop are using these principles and how they might use the principles in their own work 	Presentation	<p><i>Checklist: Evidence-based Professional Development Practices that Reflect Adult Learning Principles</i> (to assess our ability to practice what we preach and to help participants infuse these into their PD plan)</p> <p><i>Examples of Instructional Methods</i></p>
30 minutes	<p>7. Develop a PD plan for using the curriculum, component by component (Total time: 170 minutes):</p> <p>Component 1: Watch the <i>Foundations of Inclusion Birth to Five</i> video as a large group.</p> <ul style="list-style-type: none"> Bring to attention the following documents: Facilitator’s guide and <i>Checklist: Evidence-based Professional Development Practices that Reflect Adult Learning Principles</i>. These 2 documents will be used throughout “Develop a PD plan” Tell participants that for all 3 components of the “Develop a PD plan” section, they will get a chance to step into the shoes of the learners, reflect on how they can modify the activity for their learners and then make modifications on the facilitator’s guide (either by typing into the Word version of the document or writing on the document) Invite participants to step into the shoes of the learners and use the <i>Handout for video discussion questions</i> to make notes, reflect, and identify further questions. At the 	Video reflection from learner’s perspective, Large Group Discussion, Reflection from a TA’s perspective	<p><i>Foundations of Inclusion training curriculum: Facilitator’s Guide</i> (in Word format)</p> <p><i>Foundations of Inclusion Birth to Five</i> video</p> <p><i>Handout for video discussion questions</i></p> <p><i>Checklist: Evidence-based Professional Development Practices that Reflect Adult Learning Principles</i></p>

	<p>conclusion of the video, review responses and discuss and confirm information with participants.</p> <ul style="list-style-type: none"> ▪ Ask participants to reflect on the activity from the perspective of being a TA practitioner and how they might adapt the activity for their unique learners and different learning styles. Make adjustments in the <i>Foundations of Inclusion training curriculum</i> (in Word format) to reflect how they want to use this activity in the PD they provide. Also ask them to think of ways they might expand and extend the activity. ▪ Have participants use the checklist of adult learning principles to consider how they can infuse these principles into their PD and also assess the effectiveness of this workshop activity as facilitated by the trainers. 		
60 minutes	<p>7. Develop a PD plan for using the curriculum, component by component (cont'd):</p> <p>Component 2: Build Your Knowledge</p> <ul style="list-style-type: none"> ▪ Review with participants each of the four suggested activities in the <i>Foundations of Inclusion training curriculum</i> ▪ Ask participants to prioritize the activity that they want to focus on now. Form pairs or small groups (depending on group size) with others who select that particular activity. ▪ Participants will review the materials and reflect on how they might use or adapt the activity in their unique PD setting. 	Reflection and Discussion	<p><i>Foundations for Inclusion Policy Advisory: Rights for Children, Parents and Teachers Related to Inclusion, 2013</i></p> <p><i>Admission Policies and Practices that Build Inclusive Child Care Communities, 2011</i></p> <p><i>Research Synthesis Points on High Quality Inclusive Practices, 2011</i></p> <p><i>Finding Inclusion Partners: Websites that Help</i></p>

	<ul style="list-style-type: none"> ▪ Participants will share their responses in the small group. ▪ Participants will make adjustments in the <i>Foundations of Inclusion training curriculum</i> (in Word format) to reflect how they want to use the activity in the PD they provide. Also ask them to think of ways they might expand and extend the activity. ▪ Have participants use the checklist of adult learning principles to consider how they can infuse these principles into their PD and also assess the effectiveness of this workshop activity as facilitated by the trainers. 		<p><i>Foundations of Inclusion Training Curriculum for Early Childhood Practitioners</i> (in Word format)</p> <p><i>Checklist: Evidence-based Professional Development Practices that Reflect Adult Learning Principles</i></p>
Working lunch			
80 minutes	<p>7. Develop a PD plan for using the curriculum, component by component (cont'd):</p> <p>Component 3: (“I Have this Child...”) activity</p> <ul style="list-style-type: none"> ▪ Review with participants each of the two suggested activities in the <i>Foundations of Inclusion training curriculum</i>. ▪ Then ask them to step into the role of the learner and respond to the activity questions in the <i>Foundations of Inclusion training curriculum</i>. ▪ Participants will reflect on the effectiveness of the activity from the perspective of being a TA practitioner. They will then identify ways that they would use or adapt the activity for their unique learners. ▪ Participants will add information to the <i>Foundations of Inclusion training curriculum</i> (in Word format) and the checklist of adult learning principles, about how they will implement this 	Pair /small group discussion and reflection	<p><i>Foundations of Inclusion Action Planning Form</i></p> <p><i>Foundations of Inclusion training curriculum</i> (in Word format)</p> <p><i>Checklist: Evidence-based Professional Development Practices that Reflect Adult Learning Principles</i></p>

	<p>component in their PD. Also ask them to think of ways they might expand and extend the activity.</p> <ul style="list-style-type: none"> ▪ Have participants use the checklist of adult learning principles to consider how they can infuse these principles into their PD and also assess the effectiveness of this workshop activity as facilitated by the trainers. ▪ Recap: How can participants help learners summarize what they have learned at the end of the workshop? 		
10 minutes	<p>8. Learning from your experiences and evaluating your PD</p> <ul style="list-style-type: none"> ▪ Pre-survey (minus the questions on adult learning principles) as something they can adapt to test learners' knowledge before and after the workshop they conduct ▪ Review evaluation form ▪ Get additional evaluation ideas from participants 		Evaluation form to use with <i>Foundations of Inclusion training curriculum</i> for them to adapt and use
15 minutes	<ul style="list-style-type: none"> ▪ Going Deeper: More Resources ▪ Introduce additional CONNECT resources and the ICP for going deeper ▪ Next Steps ▪ Recap objectives ▪ Thank participants for participation. ▪ Remind them about post-workshop activities: <ul style="list-style-type: none"> ○ Implement and evaluate their PD plan ○ Use evaluation information to make improvements in their PD plan ○ Share their experiences, challenges, questions as well as what worked in an online discussion board and Go-to Meeting conference call ▪ Ask participants to complete evaluations. 		<p>PD plan for <i>Foundations of Inclusion training curriculum</i> that they have created throughout the workshop</p> <p>Sign out sheets</p> <p>Post survey</p> <p>CONNECT Information sheets</p>

Post-Workshop Activities (1 hour 15 minutes)*

Time	Activity/Purpose	Delivery Style	Resources
30 minutes	<p>Participants will do the following:</p> <ol style="list-style-type: none"> 1. Share their ideas and engage in conversations with other participants about using the <i>Foundations of Inclusion training curriculum</i> in an online discussion area on the CONNECT modules website. 	Online discussion	<p>Online discussion area for sharing information</p> <p>Follow-up survey and form sent in advance</p>
45 minutes	<ol style="list-style-type: none"> 2. Participate in a web meeting with the facilitators who will provide additional technical assistance / guidance based on needs 	Adobe CONNECT	<p>Agenda for Webinar</p> <p>Final evaluation of PD sequence</p>

* Prior to participating in the post-workshop activities, participants would have implemented and evaluated their PD plan as well as used evaluation information to make improvements in their PD plan.

Examples of Instructional Methods

Action Maze	A programmed case study where learners choose from alternatives at decision points; A case description provides the information needed to reach the first decision point. Options for a decision and be provided from which to select; After a decision, a new “frame or perspective” is provided that presents consequences of the first decision and then provides additional information
Anecdote	Short story told to emphasize a point
Audio-tutorial	An audio tape recording that directs the learner to activities according to planned instructional sequence
Brainstorming	A process for encouraging uninhibited generation of ideas. Can be individual or group activity.
Structured Brainstorming	A brainstorming method in which every member of the group must contribute in turn or pass until asked again in turn
Buzz Sessions	Small groups discuss an assigned topic; at the end of a specified period they report back to the whole group
Case Studies	Presentation of real or fictional situations or problems designed to offer learners an opportunity to analyze, discuss, and recommend actions to be taken, with an emphasis on decision-making
Colloquy	A discussion that occurs among teams that represent different points of view; Often one group represents (or can be resource persons or experts) while the other represents the learners or respondents.
Cracker Barrel	Provide learners an opportunity to discuss topics of interest informally; in some cases a resource person may be available and topics may be pre-designated or open
Debates	A highly structured or formal Colloquy in which two or more individuals offers a different point of view (often assigned) about an identified issue; One presenter speaks in turn followed by another presenter. There is no direct response or discussion from the other learners in the audience under after the debate is finished.
Demonstrations	An instructor demonstrates how to perform a skill or task, shows how something works or how to use a procedure.
Dialog	A conversation between instructors in front of a large group, where instructors talk extemporaneously; Learners listen, but do not take part until the dialog is completed
Discovery	Learning activities designed to allow learners to discern underlying principles independently or in pairs.
Discussions	An informal exchange of ideas among members of a group
Dramatizations	Acting out a situation or dilemma to prove a point
Experts	Use of outside experts to present or discuss information (Guest Speakers, Resource People) or lead a portion of the instruction
Field-Based Learning	Learners are provided with structured opportunities to observe or practice skills in the field in real settings.
Fishbowl	A discussion group in which a few members of the group sit in the middle of the room while the others are grouped around; the center group (the fishbowl) has a meeting or discussion and the outer group (observers) observes; after a certain time, learners may exchange places or the discussion may be opened up for observations or questions from the observers
Forum	A period of open discussion by learners following a panel, debate, colloquy or speech; in a forum, learners interact with the instructors typically under the direction of a moderator (most often the instructor)
Games	A rule governed learning activity
Icebreaker	A climate setting activity designed specifically to facilitate people getting to know each other and to place a group at ease for instruction; can also be used to determine attitudes toward topic
Interactive Lecture	A presentation that encourages and facilitates communication between the instructor and the learner or learners; most interactive lectures incorporate game-like elements
Interviews	A presentation in which a resource person is questioned by one or more interviewers, which can be followed by a discussion or debrief
Interview Design	Learners gather information from their peers following an instructor designed questionnaire. Learners serve as a source of knowledge or expert. Followed by discussion or debrief
Jigsaws	Designed to increase learners’ sense of responsibility for their learning by making each one an “expert” on one part of a topic and then teaching to others in his/her group.
Learning Stations	Individual or small group stations throughout the room which contain self-directed learning activities
Lecture	A structured oral presentation intended for instruction; a lecture is distinguished from a speech in that it has instructional rather than an informative or persuasive intent
Lecturette	Any short lecture
Listening/Watching Groups	Learners are assigned different elements in a presentation or video to listen for/watch. Groups then serve as an “expert” source for discussion, Q&A or other learning activities
Modeling	A demonstration of the exact behaviors wanted in the learner; usually done with video, but can be done live
Pair Share	Short activity which provides opportunity for Learners to pair and share to discuss specific question, dilemma, complete short activity
Panels	Small group presentation based on a purposeful discussion of an assigned topic and conducted in front of a larger group. Usually facilitated by a moderator; Followed by guided discussion, Q&A and/or assignment
Problem Solving Session	Small groups develop a set of proposals to solve a problem(s) outlined in a scenario; Followed by large group response as it is presented
Reading Assignment	Written material assigned to introduce or present new material to the learners
Role Playing	Learners assume and act out characters other than their own; Often players are provided with scripts of background information on which to base their participation; Learners examine previous behaviors, try out new behaviors; Often open ended and both the players and audience (learners not participating in role play) process the completed performance; players self critique the role play with support from the instructor
Role Play, Covert	The role play situation in which special instructions are given to one or more players, but not to all; usually materials must be read and assimilated before the role play begins; Followed by debrief
Role Play, Open	The role play situation in which all information is shared among all learners; no special instructions are given to any party; followed by debrief

Examples of Instructional Methods

Round Robin A multi-question, interactive version of brainstorming; small groups move to various brainstorming sessions and record responses until every group has been to every session
Simulation Learning activity that includes a simplified form of real life situations or practice
Structured Exercise Learning activity brings together multiple pieces of information so the learner can apply skills, and/or simulate experiences
Team Teaching Instruction given by two or more instructors working together so that diverse perspectives are provided (family members, practitioners, administrators)

Reference

Rous, B., Patton, N., & McLaren, E. (2002). *Fundamentals of effective training: Training seminar for the Kentucky early childhood trainer's credential*. Lexington, KY: University of Kentucky, Human Development Institute, Training Into Practice Project.

Checklist: Evidence-based Professional Development Practices that Reflect Principles of Adult Learning

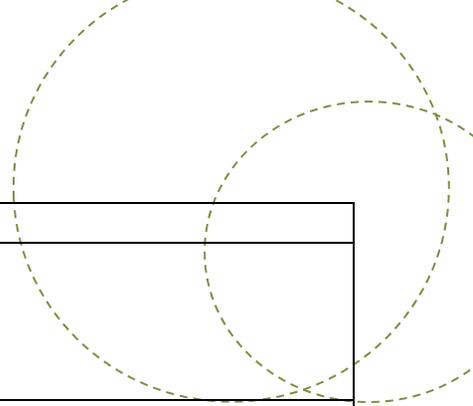
Put a check next to each statement if that particular practice was reflected in the activities you participated in today.

Develop a PD plan for using the curriculum: Component 1 – Watch the *Foundations of Inclusion Birth to Five* video

Statements	Notes
<input type="checkbox"/> My perspectives, viewpoints and past experiences were elicited and valued.	
<input type="checkbox"/> I engaged in active learning opportunities.	
<input type="checkbox"/> I was encouraged to reflect, question and expand upon what I learned.	
<input type="checkbox"/> I was able to establish and maintain personal learning plans and goals.	
<input type="checkbox"/> I had the opportunity to apply and/or practice what I learned in a meaningful way or context.	
<input type="checkbox"/> I was able to get feedback and learn from my application of content.	

Develop a PD plan for using the curriculum: Component 2 – Build Your Knowledge

Statements	Notes
<input type="checkbox"/> My perspectives, viewpoints and past experiences were elicited and valued.	
<input type="checkbox"/> I engaged in active learning opportunities.	
<input type="checkbox"/> I was encouraged to reflect, question and expand upon what I learned.	
<input type="checkbox"/> I was able to establish and maintain personal learning plans and goals.	
<input type="checkbox"/> I had the opportunity to apply and/or practice what I learned in a meaningful way or context.	
<input type="checkbox"/> I was able to get feedback and learn from my application of content.	



Develop a PD plan for using the curriculum: Component 3- (“I Have this Child...”) activity

Statements	Notes
<input type="checkbox"/> My perspectives, viewpoints and past experiences were elicited and valued.	
<input type="checkbox"/> I engaged in active learning opportunities.	
<input type="checkbox"/> I was encouraged to reflect, question and expand upon what I learned.	
<input type="checkbox"/> I was able to establish and maintain personal learning plans and goals.	
<input type="checkbox"/> I had the opportunity to apply and/or practice what I learned in a meaningful way or context.	
<input type="checkbox"/> I was able to get feedback and learn from my application of content.	

Sources for checklist statements: - Brookfield’s (1986), Snyder, Hemmeter, & McLanglin,2012; Trivette, et al, Wei et al., 2009; Winton, 2010; Zaslow, et al., 2010