



# News & Resources

August 31, 2022



## Join Our Team!

We are seeking an individual with **experience and expertise in First Steps early intervention services** to work with a team dedicated to improving early intervention outcomes for infants and toddlers with disabilities and their families in Indiana. As part of our long standing partnership with Indiana's First Steps program, this position will help us provide training and ongoing support to First Steps agencies and providers as Indiana adopts home visiting practices that reflect a routines-based family coaching model. This is a great opportunity for someone who is looking to translate their expertise working with young children and families into new career possibilities. Telecommuting may be possible. For more information, please apply through [the IU Job Portal](#). Please contact [Michael Conn-Powers](#) if you have any questions.



# Transition

[Sally Reed Crawford](#), [Michael Conn-Powers](#), [Lynne Hall](#), [Katie Herron](#)

Change can be hard. Young children with disabilities and their families experience many transitions in their first few years and we know that effective transitions can have a positive impact on outcomes. Depending on how they are handled, these transitions can be smooth and empowering, or they can be stressful and frustrating. What can we do as early childhood professionals to promote effective transitions? At the Early Childhood Center, we have been working on a draft Theory of Action to capture the challenges, best practices, and outcomes related to early childhood transitions. Once we have a final Theory of Action, we will begin creating professional development tools to support systems and programs to adopt identified best practices and bring about positive outcomes.

**We need your help and value your expertise!** Please look at our draft Theory of action and give us some feedback by responding to the survey questions below.

[Theory of Action Draft](#)

[Survey](#)



## Exploration is Critical to Sustainable Systems Change Work

*[Anto Barces](#) and [Lynne Hall](#),*

Let's face it, we live in a society that desires quick, easy, and inexpensive results, and when child and family outcomes are at stake, we get it! However, think about all the times a new effort has been initiated only to fizzle out. In our work to bring about improvements in services to young children with disabilities and their families, we look to the science provided by the [National Implementation Research Network \(NIRN\)](#) about how to achieve sustainable systems change. A key element for bringing about change is adopting a stage-based approach in our work, beginning with Exploration. Taking the time to explore an organization's readiness, needs, capacity, and the necessary evidence-based practice solutions available saves both time and money in the long run (Fixsen et al.; 2001; Romney, 2014) and establishes the infrastructure needed to sustain positive outcomes long-term (Saldana, Chamberlain, Wang, & Brown, 2011; Slavin, Madden, chamberlain, & Cheung, 2010). This stage-based process leads organizations to Try-Learn-Modify-Succeed rather than Try-Fail-Try Something Else.

The ECC is currently engaged in different aspects of Exploration stage work with several Indiana school districts regarding preschool inclusion (3-5) and early literacy (PK-3rd grade), as well as with First Steps providers in adopting the Family Guided Routine-based Intervention (FGRBI) model.

Be sure to [visit our website](#) for information about how we can support you to make lasting positive changes in your work.

*Citation: [National Implementation Research Network](#) (2020). *Implementation Stages*.*

# Around the Watercooler at ECC

**Sally** - I've recently completed Exploration with two school district inclusion teams. I've learned that teams want to "just do their new initiative" and it takes time for them to embrace the implementation science process. However, at the end of exploration, both teams shared positive comments about how the exploration activities assisted them to clearly envision their future inclusion program, solidify their readiness, thoroughly examine requirements, identify improvement needs, and gain motivation for the planning tasks.

**Sue** - We have been honing our understanding and skills around equitable practices. One facet of the exploration stage that dovetails with this effort is assembling an implementation team representative of the population it serves to ensure more equitable practice implementation.

**Nancy** - As we partner with First Steps to create readiness for implementation of family guided routines-based intervention (FGRBI), we are focused on exploring the push and pull of change on the existing ways that early intervention practitioners provide services. During agency staff visits, we hope to execute the exploration stage by providing information, having conversations, and gathering feedback that will assess potential barriers for implementation of FGRBI.

**Lauren** - It can be especially tempting to skip Exploration when adopting effective early literacy practices because districts likely already know a lot about reading and writing best practices. Even so, skipping Exploration will cost later because it is a critical step to identifying the root causes of equity and opportunity gaps that prevents children from just getting more of the same rather than what they need.



## Call for Proposals

[Sue Dixon](#)

The Early Childhood Special Education Conference ***Promoting Positive Outcomes: Shaping a Better Future Through Effective Inclusion, Collaboration, and Transition*** will be held in person in Bloomington, Indiana on April 19 & 20, 2022. We invite you to submit a proposal for a traditional session or a poster presentation.

We primarily seek proposals focused on the following topics, in keeping with the conference themes of:

- Inclusion
- Collaboration
- Transition

We encourage infusing **family and community** considerations into your proposals. We also invite other related topics, as applicable to the conference theme. We aim to have both **researchers and practitioners** as presenters, and especially encourage practitioners as presenters.

Please note:

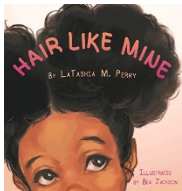
- All presentation proposals are due by **December 1, 2021**.
- Breakout sessions will be 75 minutes.
- Presentation selections will be made by January 10, 2022 by the program committee.
- Presenters will receive their notification via email after the selection.
- The lead presenter will have the conference registration fee waived.
- All other presenters will be required to register.

If you have any questions about submitting a presentation proposal, please contact Sue Dixon at [sudixon@iu.edu](mailto:sudixon@iu.edu).

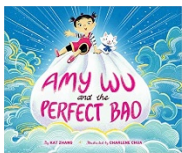


## How diverse is your library?

Here are a few of the ECC staff's picks to round out your early childhood library.



[Hair Like Mine](#), *By LaTashia Perry, Illustrations by Bea Jackson*



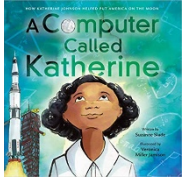
[Amy Wu and the Perfect Bao](#), *By Kat Zhang, Illustrations by Charlene Chua*



[Everyone Matters: A First Look at Respect for Others](#), *By Pat Thomas, Illustrated by Lesley Harker*



[Skin Like Mine](#), *By LaTashia Perry, Illustrated by Bea Jackson*



[A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon](#), *By Suzanne Slad, Illustrations by Veronica Miller Jamison*

