



INDIANA INSTITUTE ON DISABILITY AND COMMUNITY

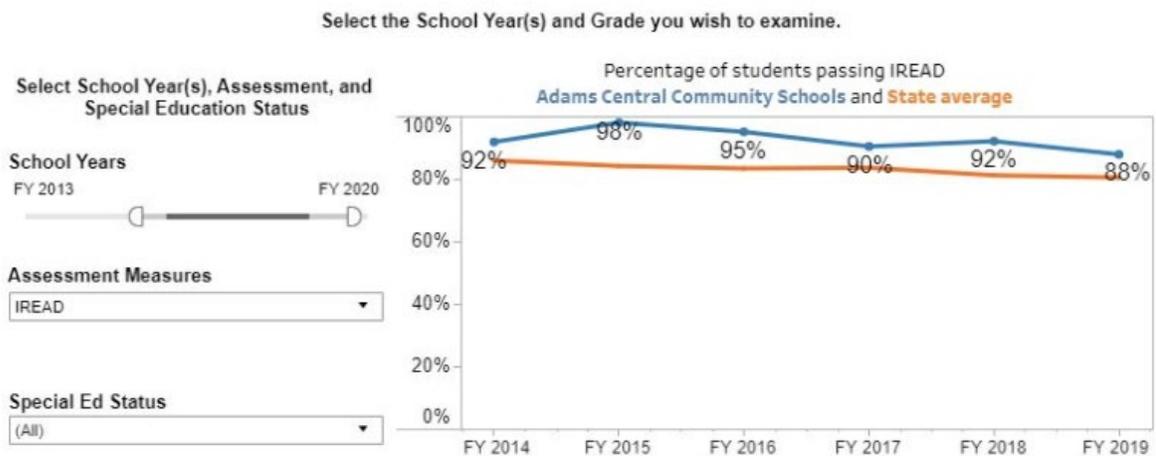
EARLY CHILDHOOD CENTER

News & Resources



Data Dashboards Access Now Available

You can now access the Early Childhood Center's Data Dashboard! It includes the following district specific data that will inform your decision-making: (1) the demographics and number of children receiving special education services (2) percent of children receiving inclusive services, (3) and child impact data, (4) combined literacy and inclusion percentages from preschool to grade three. Be sure to visit the website where you can compare your district's data to others. Here's a sample data dashboard:



ECC School District Technical Assistance Follows Implementation Science

Are you curious about what it takes for a school district to engage in purposeful and thoughtful systems change to improve the quality of special education services for young children? The ECC offers technical assistance to school districts that equips district teams to increase inclusive services and child outcomes by providing a step by step process to achievable and maintainable change using evidence-based implementation practices to identify, plan, initiate, and expand improvement efforts.

The ECC's approach to technical assistance was adapted from the National Implementation Research Network's (NIRN) Implementation Stages Planning Tool. It is a sequential four stage process that includes: 1) Exploration, 2) Planning, 3) Initial Implementation, and 4) Full Expansion.

Here is a [short video clip](#) introducing Implementation Science.

Citation: National Implementation Research Network (2020). Implementation Stages Planning Tool. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

For information about ECC technical assistance to improve early childhood special education, please contact, Sally Reed Crawford, sreedcra@indiana.edu

ECC Technical Assistance with School Districts

Exploration	Planning	Initial Implementation	Full Implementation
<ul style="list-style-type: none">• Convene a Team• Identify a need to address• Select an initiative• Create Future Vision of the Initiative• Design Communication Plan	<ul style="list-style-type: none">• Assess Fit & Feasibility• Determine Readiness• Select a pilot classroom(s) & staff• Plan for and make infrastructure improvements• Launch Communication Messaging	<ul style="list-style-type: none">• Pilot the vision• Provide ongoing staff supports• Periodically use data to mark progress• Pilot quality informs plans for expansion• Communicate updates to stakeholders	<ul style="list-style-type: none">• Expand to scale• Use Data to monitor progress• Prepare new staff• Ongoing staff supports• Sustain Fidelity• Celebrate Success!• Share success with stakeholders

Practice-Based Coaching Framework Overview

We are excited to post the first recorded May webinar in our ECC Webinar Series: Practice-Based Coaching to Support High Quality Inclusion: Part 1. Supporting practitioners to implement high quality inclusive practices with fidelity can be challenging. This webinar will provide an overview of the Practice-Based Coaching model's framework and why you should consider it as an effective professional development strategy for increasing your quality capacity. If you are wondering what Practice-Based Coaching is and how it can support your inclusive efforts, join Lynne Hall, Research Associate at the Early Childhood Center, this month as she shares.

Practice-Based Coaching Framework Overview

We are excited to post the first recorded May webinar in our ECC Webinar Series: Practice-Based Coaching to Support High Quality Inclusion: Part 1. Supporting practitioners to implement high quality inclusive practices with fidelity can be challenging. This webinar will provide an overview of the Practice-Based Coaching model's framework and why you should consider it as an effective professional development strategy for increasing your quality capacity. If you are wondering what Practice-Based Coaching is and how it can support your inclusive efforts, join Lynne Hall, Research Associate at the Early Childhood Center, this month as she shares.



Lynne Hall

Lynne Hall is a research associate with the Early Childhood Center (ECC) at the Indiana Institute on Disability and Community, Indiana University, Bloomington.

Hall began her career as a family child-care provider before becoming a preschool teacher. She spent 10 years providing in home care and 10+ years teaching in private, public, and registered ministry preschools before joining the ECC team in 2015.

Degrees and Credentials

Hall holds a Bachelor's Degree in English Literature from the University of Louisville and a Master's in Education from Indiana University. Her teaching license includes Early Childhood Education and Services, Elementary/Primary Generalist, and Elementary/Intermediate Generalist. She is also certified as a Teaching Pyramid Observation Tool (TPOT) Preschool Observer and a Classroom Assessment Scoring System (CLASS) Preschool Observer..

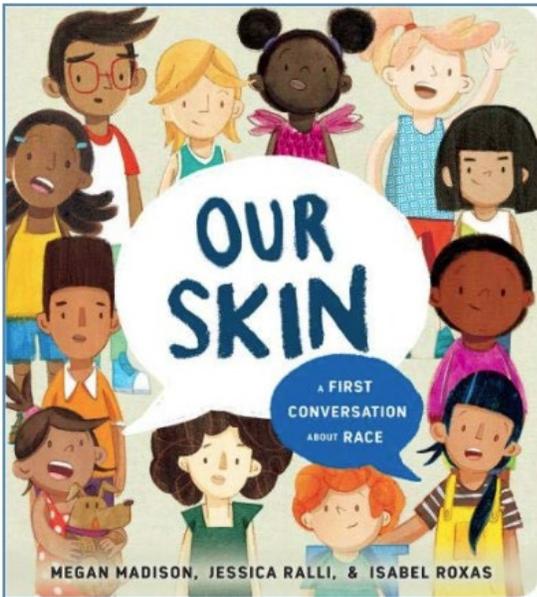


ECC Welcomes Three New Staff Members

Antonieta Barces started her career working with adults with disabilities as a medical assistant. Later, she spent 13 years working with young children in the Early Childhood Intervention program in Texas. Barces found her passion working with children and families from diverse backgrounds, assuming different roles as a service coordinator and developmental therapist/early intervention specialist. Moreover, Barces worked extensively conducting assessments to determine eligibility for early intervention services and lead a group of children to support their transition into the preschool program. It has always been her focus to provide services grounded on evidence-based practices.

Christopher Staton, MA, has over 10 years of direct service experience in early intervention and early childhood special education as an early childhood special education behavior interventionist, early intervention specialist, and early childhood adjunct professor and professional development grant coordinator. Christopher is a father of three, who in his spare time enjoys outdoors activities and sports.

Nancy Simmons joins the Early Childhood Center at the Indiana Institute on Disability and Community as a Research Assistant. She has worked as an occupational therapist with both children and adults, practicing for most of her career with infants and toddlers enrolled in the early intervention system. She recently relocated to Bloomington from the southern Illinois area. In her spare time, Simmons enjoys gardening, travel, and planning adventures with her husband and three children.



How Diverse is Your Library?

Here are some great books for your early childhood library:

[Our Skin: A First Conversation About Race](#) by Megan Madison, Jessica Ralli, and Isabel Roxas

[Dim Sum for Everyone!](#) By Grace Lin

Around the Watercooler at ECC

Katie - Asking a “big picture” question can sometimes be just what a family member needs to gain perspective and make informed decisions. As you get to know the families of children you are working with, ask them what their hopes and dreams are for their child. Not just this year or next year, but when they are all grown up. If families can share their hopes and dreams with you, not only does this help to build trust and connection, but it may help you to guide the family through subsequent decisions. And knowing what families want will help you to support them in ways that align with those hopes and dreams. Check out the [family perspective tools](#) created by the Lifecourse Framework folks. In particular, click on the Life Trajectory: Family Perspective and think about how you might be able to work it into conversations with families.

Lynne - Spring is here and being outside is not just for developing gross motor and science skills. It’s a wonderful place to work on early literacy too! Nature walks provide abundant opportunities to engage children in conversations by asking open-ended questions and sharing new and interesting vocabulary. You might even turn your nature walk into a picture or letter sound scavenger hunt or a make-believe adventure led by children. You can act out storybooks or songs such as “We’re Going on a Bear Hunt”. Consider taking your story time and book reading outdoors using blankets. We often think of using sidewalk chalk outside, but you can also add clipboards with paper and writing tools so that children can journal about what they see. Intentional planning can help you optimize the outdoors as an extension of your classroom.