

News & Resources



October 2021

Early Childhood Center is Recruiting School Districts to Receive Technical Assistance

[Sally Reed Crawford](#)

For six years, the ECC has received funding from the Department of Education Office of Special Education (DOE OSE) to work on their behalf to support districts to improve the quality of early childhood special education services in Indiana. Our goal is to promote special education services that are inclusive, equitable, and effective for all preschoolers with disabilities. We are committed to increasing the number of preschoolers with disabilities educated alongside their peers without disabilities. It takes a district's full commitment to make the needed sustainable changes in program services such as building practitioner capacity to provide effective inclusive services. Currently, we have an opening to offer intensive and long-term technical assistance to one more school district.

What is the cost of ECC technical assistance?

- No monetary cost
- Commitment to ongoing team meetings to explore district needs, plan for needed improvements and build practitioner capacity
- Commitment to action in implementing the improvement plan.

For more information, please contact Sally Reed Crawford at sreedcra@indiana.edu. For a pdf of the recruitment flier please visit the [ECC Website](#).

Please visit ECC's current supports available to Indiana school districts:

- Analysis of [PreK placement and assessment data](#)
- Providing [PreK LRE Decision Tree](#) for accurate coding of preschool placement
- Creating and disseminating [District Data Dashboards](#) to impact data-informed decisions
- Promoting best practices in inclusive service provision [Best Practices PreK Inclusion](#)
- Publishing an online searchable [PreK Directory of Inclusion Models](#) to network with colleagues
- Ongoing tiered levels of technical assistance and resources to districts –
 - Universal – [Child Impact Project Website](#): The Roadmap to Quality Special Education Services for Young Children
 - Targeted – short-term technical assistance
 - Intensive – long-term technical assistance



Announcing the Early Childhood Center's Early Literacy Blog!

[Lauren Padesky](#) and [Lynne Hall](#)

Covid-19 learning loss is a reality for many children. In response, we have created an Early Literacy Blog where we work to promote research-to-practice in early childhood PK-3 classrooms, focusing especially on inclusive and culturally responsive pedagogy.

Think of this blog as Dear Abby for teaching reading and writing where ECC staff Dr. Lauren Padesky, Ph.D. and Lynne Hall, M.S.Ed. share equitable evidence-based early literacy practices, teaching strategies, resources, and supportive research to inform your instruction. Please visit the blog at <https://blogs.iu.edu/earlyliteracy> and share both your thoughts on and how you implement the strategies we share in your setting by adding comments. We hope this blog will not only provide practical information but will also serve as a platform for early childhood professionals to collaborate with one another.

You can contact us with your questions via the “ask a question today” button at the bottom of each post. We welcome your questions and feedback so that we can make the blog as useful to you as possible. For example, let us know if you’d like more resources, different types of resources, or have a specific literacy question or topic you’d like us to address. We will give you easy-to-understand, research-backed responses you can use in your classroom, care center, or home. Happy blogging!



FGRBI Agency Visit Highlights First Steps Readiness Assessment

[Anto Braces](#) and [Nancy Simmons](#)

Indiana has adopted the evidence-based FGRBI (Family Guided Routines-Based Intervention) model for Early intervention services part C. FGRBI is being introduced to providers using the Implementation Science four stage framework, from the National Implementation Resource Network (NIRN), to ensure its successful and sustainable enactment.

As part of Stage I (Exploration), Early Childhood Center (ECC) staff are currently conducting FGRBI presentations and readiness assessments with First Steps providers to collect data regarding their perceptions about the benefits, barriers, and needs related to this model. Here are some highlights from the data collected from 223 participants:

- There is a high level of awareness and receptivity to FGRBI.
- 79% indicated that they were already familiar with the FGRBI model.
- 37% indicated that they are very comfortable and 42% indicated that they are somewhat comfortable with implementing FGRBI in the near future.

- 74% of respondents indicated that they are currently using FGRBI components in their early intervention practice.
- Providers expressed that the FGRBI model will benefit family engagement and empowerment, build caregiver capacity, increase carryover of intervention strategies in daily routines, and promote a strong relationship between the caregivers and practitioners.

Readiness is one of the critical steps in Stage 1 (Exploration) before moving to Stage II (Installation), or planning how to execute, an evidence-based practice. Therefore, the FGRBI staff presentations include gathering specific information about the needs and challenges practitioners from different disciplines and agencies foresee with implementing this model. Data analysis will inform the State Implementation Team's decision-making about how to effectively address the reported needs and barriers and ensure implementation fidelity so that all First Steps' children, families, and practitioners have increased outcomes.

Citation: NIRN(2020). <https://nirn.fpg.unc.edu/module-4/topic-1-implementation-stages-overview/what-are-stages>



Installation is Complex but Imperative to Sustainable Systems Change Work

[Lynne Hall](#)

[Our August 2021 ECC Newsletter](#) highlighted Exploration, the first stage in the Implementation Science 4-stage framework for sustainable systems change work from the [National Implementation Research Network \(NIRN\)](#). Exploration is completed by an implementation team (check out the [September 2021 ECC Newsletter](#) for additional information about implementation teams) and involves the review and evaluation of current efforts and the development of a vision for the future before identifying an evidence-based model or practice to adopt.

The second implementation stage is Installation, or what we like to refer to as planning. Its goal is to intentionally build the infrastructure needed to successfully pilot a selected model or practice (e.g., enhancing competencies, removing barriers, securing materials, creating data review processes to inform decision-making). This process can be complex because changes are often needed to multiple settings and systems.

In our district technical assistance, we support implementation teams to build their capacity by co-constructing plans that lead to lasting success! Currently, we have completed the planning stage with two school districts working to enhance their inclusive preschool services

and are embarking on this stage with two districts focused on their early literacy efforts, and with First Steps providers who have adopted the Family Guided Routine-Based Intervention (FGRBI) model. Regardless of the identified initiative, planning involves:

1. Ensuring that financial and human resources are in place,
2. Identifying evidence-based practices appropriate for the initiative,
3. Creating professional development and coaching plans to build practitioner capacity in identified evidence-based practices,
4. Designing a data system to collect practice fidelity, child outcome data, and initiative progress,
5. Examining and modifying policies and procedures including job descriptions to ensure equitable practice/model implementation.

Stay tuned for next month's newsletter when we'll share information about how to design effective professional development to build staff competencies during the Installation (planning) stage.

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



How Diverse is Your Library?

Here are some book suggestions from the ECC staff:

[Monster Trouble](#), written by Lane Fredrickson, Illustrated by Michael Robertson

[Eyes that Kiss in the Corners](#), written by Joanna Ho, illustrated by Dung Ho.

[Sitti's Secrets](#), written by Naomi Shahab Nye, illustrated by Nancy Carpenter

[Ruby Finds A Worry](#), written and illustrated by Tom Percival