Swimming in the Deep End: Creating the Conditions that Promote Evidence-Based Practices

Sarah Sexton, M.Ed.
Sarah.Sexton@dhhs.nc.gov

Family, Infant and Preschool Program
Morganton, NC
Objectives.

- Build awareness of the body of research that impacts early intervention induction.
- Describe how the research can be operationalized to increase the efficiency and effectiveness of professional induction.
What we know.

Outcomes for children and families are directly related to the degree to which early intervention practitioners use evidence-based practices.

What we know.

Early intervention practitioners do not always come to us with early intervention practices background.
Preservice programs focus on practices used across the lifespan.

Early intervention has a pedagogy
- teaming,
- routines-based/natural learning,
- caregiver capacity-building focused,
- coaching
largely not taught in preservice programs.

(Bruder, 2016; Bruder & Dunst, 2005; Bruder, Mogro-Wilson, Stayton, & Deitrich, 2009; Dunst, et al., 2014)
What we know.

States and agencies are responsible for providing in-service professional development to bridge the gap.
Professional development literature has identified adult learning practices that yield high results:

- **Learning is relevant/contextual**
  (Dunst, Bruder & Hamby, 2015; Dunst & Raab, 2010; Dunst & Trivette, 2012; Knowles, et al., 2011; Trivette, Dunst, Hamby, & O’Herin, 2009)

- **Opportunities for practice with feedback**
  (Dunst, Bruder & Hamby, 2015; Merriam & Bierema; Reeves & Pedulla, 2013; Rush & Shelden, 2019; Scott & Scott, 2010)

- **Opportunities for reflection**
  (Dunst, Bruder & Hamby, 2015; Trivette, Dunst, Hamby, & O’Herin, 2009 Rush & Shelden, 2019; Scott & Scott, 2010)
What we know.

Dunst and Trivette (2009) note that learner reflection has been found to have the largest effect on performance improvement.
What we know.

Experiential workplace learning literature in related fields is rich and extensive.

Experiential workplace learning.

• Learners participate in real-life, practical, work experiences that are carefully selected and supported by reflection.

• Learners engage intellectually, emotionally, socially, and physically in authentic tasks.

• Learners investigate personal assumptions and values.

• Learners learn from successes and setbacks as they naturally occur.

Experiential workplace learning promotes accelerated learning in context.
Combining of two evidence-based processes.
New framework.

- Field-based practice with support
- Shoulder-to-shoulder coaching in the field
- Evidence-based models
- Opportunities to reflect

Professional Development Practices

Experiential Workplace Learning Practices
Field-based practice with support.

- Maximize time spent in the field
- Provide scaffolding to maximize practice (e.g., planning, role playing, shoulder-to-shoulder coaching)
Shoulder-to-shoulder coaching in the field.

- Practice with feedback
- Support when it matters the most
- Opportunities for success
- Prevent “bad practices” from developing
Evidence-based models.

- Opportunities to observe practitioners use target evidence-based practices
- Clearly defined criteria for fidelity
- Consider multiple models and cross-discipline models
Opportunities to reflect.

- Prompted reflection
- Opportunities for self-reflection
- Criteria-based reflection
Resources for implementing experiential workplace learning:

- Orientation Step-up Guide
- Planning for a Joint Observation Visit
- Debriefing the Joint Visit
- Developing a Continuous Improvement Plan
The challenge.

**Invest in induction rather than reshaping ineffective practice**

- What would it take?
- How can you capitalize on the skills of the existing team?
- How would you deploy, guide, and monitor the process?
Questions
Doggie Bag

What are the take-home lessons for you?
Survey

Please complete this survey. If you share your contact information, we will keep you updated on new tools, materials, and trainings as they are launched.

Mark [Professional Orientation] as the training you attended.