Session S106
Don’t Reinvent, Just Redesign: Strategies for Repurposing eLearning

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Don’t Reinvent, Just Redesign: Strategies for Repurposing eLearning
A Little About Us...

State governed and funded
Training arm for Early Intervention for entire state of PA
Multiple customers, multiple needs
Despite this, we are a small team!

Tools and Technologies

EITA Technical Requirements • Need Assistance • Navigation • Course Settings • \*\*\*\*\*\*\*

Module 1 Overview

Start Module 1 Overview

Mod. 1, Ch. 1 - Introduction to Social & Emotional Development

Chapter 1

Introduction to Social & Emotional Development

Start Mod. 1, Ch. 1 - Introduction to Social & Emotional Development

Moving On
Our Process

Identifying the Need

- What support do practitioners need in their day to day practice?
- Online learning team worked to identify current needs
- Requested feedback from colleagues (consultants working with practitioners)
- Surveyed the field through PD newsletter
- Reviewed current online learning objects
- Used existing rapid eLearning software and online templates
- Imported/copied and pasted graphics and information
Short Presentation

What is the critical information?

Approximately 15 minutes

Provides:
- State Regulations
- Federal Regulations
- Research
- How to Document

Need: Properly documenting the child’s eligibility using Informed Clinical Opinion

What does it look like?

Documenting Informed Clinical Opinion (ICO)

A complete evaluation process needs clear documentation of how and why the decision was made about an infant or toddler’s eligibility for early intervention. Please use this checklist to make sure you have included all of the required components for documentation of informed clinical opinion.

- Current Level of Development
- Including Recommendations for Eligibility
- Procedures Used/Other
- Multi-Disciplinary Process
- Section VI of the ER
- Section VII of the ER
Online Course

Online Asynchronous Course
- Mini-presentations
- Activities
- Assessments

Need: Finding ways to implement services within the family’s regular routine

What is the critical information?

Routines and Activities:
Use this as a reference with families as you plan and make decisions about how intervention can be embedded into daily routines and activities.

What does it look like?

- Household
- In the Yard

Moving On
Need: Difficulty implementing the different coaching strategies and connecting the practice to the documentation.
What is the critical information?

Early Childhood Outcomes (ECO)

Decision Tree

Follow the Decision Tree to determine your ECO ratings. Let’s start by making sure you have all the right information.

Need: Difficulty getting practitioners to use intentionally. Using own subjective ideas to come up with numbers.
Short Presentation

What is the critical information?

Eligibility Determinations

Infant/Toddler

Preschool

What does it look like?

Approximately 20 minutes

Covers:
- Policy
- Process
- Case Studies

Need: Consistent application of the policy while in the moment.
Online Course

Online Asynchronous Course
- Mini-presentations
- Activities
- Assessments

Need: Finding ways to support use of resources within course, like during parent interviews

What is the critical information?

Talking with Families about Problem Behavior

As part of the process of observing, documenting and gathering relevant information, it is important to ask the parents questions about their child. Staff should be sensitive to and respectful of cultural issues and to the impact of culture on parenting behavior, perceptions about behavior problems, and perceptions about the helping professions. Answers that family members provide should be carefully documented, with their permission, and added to the information the team reviews and considers. Choose below to learn more.

- Parent Interview
- Dos and Don'ts
- Strategies to Share

What does it look like?

Moving On
Online Course

Online Asynchronous Course
- Mini-presentations
- Activities
- Assessments

Need: Finding ways to implement information found within course

What is the critical information?

Infant and Toddler Peer Behavior

- 0-4 months
- 4-8 months
- 8-12 months
- 12-18 months
- 18-24 months
- 24-36 months

Understanding peer behavior at any age will help you support the development of friendship skills. Click on the ages above for peer behavior. Then look for the “strategies” button to find out ways to encourage opportunities and strengthen peer relationship skills.

Moving On
Short Presentation

What is the critical information?

Moving On

Approximately 25 minutes

Covers:
- Policy
- Process
- Practice

Need: Clarification of why's and how's of data entry.

What does it look like?

PELICAN ENTRY OF SERVICE COORDINATION DOCUMENTATION
Delivery

Check it Out!

WordPress App

- Access material through the app, not from browser
- Pulls from our website
- For our on-the-go professionals in the field

...in the future

- We’ll look to design and build within an application.