**EI/ECSE Standard 6**
**Component 6.1**
Overview & Speaker Notes

**Intended Audience:**

Overview for Facilitators:
ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately.  The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: Curriculum Module | The Early Childhood Personnel Center (ecpcta.org)

Speaker Notes
The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:
- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face
1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual
1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

**Objectives for Standard 6, Component 6.1:**
After participating in this professional learning opportunity, participants will be able to:
- Describe a collaborative process involving families to identify intentional evidence-based practices across developmental domains and academic content domains.
- Describe fidelity of implementation strategies to support the delivery of systematic, responsive, and intentional evidence-based practices across developmental and academic content domains.

Outline of Session Activities
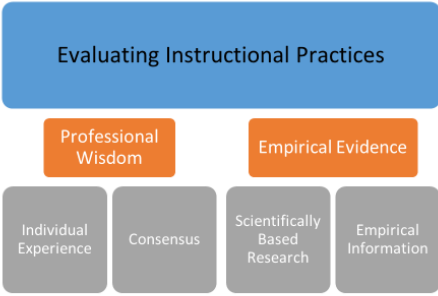
| Topic | Slides | Activity |
|---|---|---|
| Introduction/Objectives | 1-4 | |
| Evidence-based practices | 5-7 | |
| How do families know if a practice is effective? | 8 | |
| How do Professionals know if a practice is effective? | 9 | |
| How Do Families and Professionals Know if a Practice Is Effective? | 10 | |
| Asking Right Questions | 11 | |
| Knowing your EBP Resources | 12-13 | |
| *Activity* | 14 | Activity (Slide 14) |
| Overarching EBP in EI/ECSE | 15-19 | Activity (Slide 19) |
| Partnering With Families To Select EBPs | 20 | |
| Identify Need for Language Accommodations and Resources | 21 | |
| Gather Information About Child Preferences and Interests | 22 | |
| Partnering With Families To Identify Skills That Will: | 23 | |
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| With Families, Identify Level of Support the Child Will Need To Succeed | 25 | |
| Using Data To Support Family Decisions | 26-28 | Activity (Slide 27) Video (Slide 28) |
| EBP and Fidelity | 29-32 | Discussion Activity (Slide 32) |
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Speaker Notes with Slides

| Slide 1 | **Using Responsive and Reciprocal Interactions, Interventions, and Instruction**<br><br>Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators<br>6.1<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpc.org | |
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| Slide 2 | **Standard 6**<br>Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpc.org | |
| Slide 3 | **Component: 6.1**<br><br>• Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpc.org | |
| Slide 4 | **Objectives**<br><br>• Describe a collaborative process involving families to identify intentional evidence-based practices across developmental domains and academic content domains.<br>• Describe fidelity of implementation strategies to support the delivery of systematic, responsive, and intentional evidence-based practices across developmental and academic content domains.<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpc.org | |

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| Slide 5 | **Evidence-Based Practices (EBPs)**<br><br>• Two federal laws—the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA '04) mandate use of evidence-based academic and behavioral practices and programs<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpc.org | |
| Slide 6 | **What Are Evidence-Based Practices (EBPs)?**<br><br>• Practices that are based on the best available empirical research that documents the practice's efficacy with young children and families; the wisdom and knowledge of the field; and the core guiding values, beliefs, and theoretical approaches of EI/ECSE<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpc.org | Odom, S. L., & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidence-based practices. *The Journal of Special Education* |
| Slide 7 | **EBP Is a Process**<br><br>• The process for selecting and implementing practices that weigh research evidence; family and professional wisdom and values; and the individual characteristics, strengths, and needs of a child<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpc.org | Whether or not a practice is evidence-based depends not only on the research that supports a given practices efficacy with a given population, but whether it will work in the context of the family, the professionals that are working with the family, and it's relevance to the characteristics, strengths, and needs of the unique child.<br>Buysse, V., Wesley, P. W., Snyder, P., & Winton, P. (2006). Evidence-based practice: What does it really mean for the early childhood field? *Young Exceptional Children*, *9*(4), 2-11 |
| Slide 8 | **How Do Families Know if a Practice Is Effective?**<br><br>• Testimonials<br>  • As a result of this intervention/instruction, my child is doing better!<br>  • Anecdotal<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpc.org | Families whose children have been newly identified with a delay or a disorder are of course anxious to find out as much as they can about ways to optimize their child's development. The information they get is often delivered by well-meaning family and friends or discovered on the internet.<br>When we begin our partnership with families, we let them know that there are ways for us to determine if a given method is supported by research. |

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| Slide 9 | **How Do Professionals Know if a Practice Is Effective?**<br><br>• Professional experience<br>   • I have been using this intervention with the child I am seeing, and he is doing better!<br>   • Anecdotal<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | The experience garnered over time by a professional who works with children and families is indeed valuable, but needs to be combined with hard evidence gathered in a systematic and peer-reviewed process in order to ensure that what a professional thinks is working is not biased by his or her personal beliefs |
| Slide 10 | **How Do Families and Professionals Know if a Practice Is Effective?**<br><br>• **Empirical (data-based) research**<br>   • I gathered empirical evidence on the effectiveness of this intervention/instruction<br>   • The effects were replicated over time<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | Empirical evidence what we need to review to decide if any given practice is supported by science. |
| Slide 11 | **Asking the Right Questions**<br><br>• What works?<br>• For whom does it work best?<br>• Under what conditions?<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | We support families through our knowledge of evidence-based practices – and we are obliged to know where to look to get the answers we need to these questions – not often a simple task |
| Slide 12 | **Knowing Your EBP Resources**<br><br>• WWC \| Find What Works! (ed.gov)<br>   • Children and Youth with Disabilities<br>   • Early Childhood Education<br>• RPs - DEC Recommended Practices Home \| DEC (deesped.org)<br>• ECTA Center: Practices<br>• The Collaboration for Effective Educator Development, Accountability and Reform (The CEEDAR Center)<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | WWC \| Find What Works! (ed.gov) https://ies.ed.gov/ncee/wwc/<br>   • Children and Youth with Disabilities<br>   • Early Childhood Education<br>RPs - DEC Recommended Practices Home \| DEC (dec-sped.org)<br>ECTA Center: Practices https://ectacenter.org/practices.asp<br>The Collaboration for Effective Educator Development, Accountability and Reform (The CEEDAR Center) https://ceedar.education.ufl.edu/ |

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| Slide 13 | **Disability-Specific Resources on EBP**<br><br>• National Professional Development Center on ASD<br>• National Clearinghouse on Autism Evidence and Practice<br>• CSEFEL: Center on the Social and Emotional Foundations for Early Learning (vanderbilt.edu)<br><br>**E C P C** Early Childhood Personnel Center www.ecpc.org | • https://autismpdc.fpg.unc.edu/<br>• https://ncaep.fpg.unc.edu/<br>• http://csefel.vanderbilt.edu/resources/what_works.html |
| Slide 14 | **Activity**<br><br>• Identify an EI/ECSE instruction/intervention method that you are interested in<br>• Explore the resources we just reviewed to determine what is known about the effectiveness of that practice<br>• Report out your findings to the group<br><br>**E C P C** Early Childhood Personnel Center www.ecpc.org | |
| Slide 15 | Evaluating Instructional Practices<br><br>Professional Wisdom — Empirical Evidence<br><br>Individual Experience — Consensus — Scientifically Based Research — Empirical Information<br><br>**E C P C** Early Childhood Personnel Center www.ecpc.org | Especially in the EI/ECSE field, where individualization of intervention and instruction makes it hard to draw conclusions about a group of children as a whole – for instance, young children with ASD – we must both carefully examine existing empirical evidence, and combine that knowledge based on a consensus of professional wisdom accumulated over time – what experienced, well-trained practitioners have learned over the course of a career.<br>All these things provide a relatively complete understanding about how the effectiveness of a given intervention/instructional practice. |
| Slide 16 | **Overarching Evidence-Based Practices in EI/ECSE**<br><br>• Authentic Assessment<br>• Environmental Adaptation and Assistive Technology<br>• Family-Centered Practices<br><br>**E C P C** Early Childhood Personnel Center www.ecpc.org | From: Research Foundations for Evidence-Informed Early Childhood Intervention Performance Checklists (puckett.org)<br>Let's take a look at a group of practices that have a robust evidence base, and that you are in position to use consistently in your daily EI/ECSE practice:<br>**Authentic child assessment practices** is the process of identifying child, adult, and setting factors that influence child engagement and learning in everyday activities - and the use of this information for planning and implementing |

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| | | interventions for promoting child learning and development<br>**Environmental Adaptation and Assistive technology**, including natural environment learning opportunities, environmental arrangements, environmental adaptations and assistive technology is a critical element of evidence-based practices in the EI/ECSE field.<br>**Family-based practices** lie at the center of all evidence-based practice with young children who have delays/disabilities and their families, including Relational and participatory practices, Engaging families as partners and Building family capacity |
| Slide 17 | **Overarching Evidence-Based Practices, continued**<br><br>**Instructional Practices**<br><br>• Child Strength-Based<br><br>• Naturalistic<br><br>• Embedded<br><br>• Systematic<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecptc.org | From: Research Foundations for Evidence-Informed Early Childhood Intervention Performance Checklists (puckett.org) and Division for Early Childhood.<br>(2015). *DEC recommended practices: Enhancing services for young children with disabilities and their families.* (DEC Recommended Practices Monograph Series No. 1). DEC.<br>**Child strength-based practices:** Factors related to child interests and motivation that have been found to be particularly important to optimal learning, no matter how complex a child's developmental needs may be.<br>**Situational interests** include the child's unique affinities for social and nonsocial environmental (setting) factors that evoke and sustain child engagement in everyday activities<br>**Personal interests** include a child's preferences, likes, favorites, etc. that motivate him or her to engage in desired activities or actions.<br>Findings in research syntheses of young children with and without disabilities indicate that both personal and situational interests are associated with a host of positive child behavior consequences<br>**Naturalistic Practices – learning in the context of everyday activities**<br>Everyday activities serve as sources of child learning opportunities and result in more child learning opportunities compared to embedding traditional intervention practices in everyday activities. In addition, the child and parent benefits of using everyday activities as sources |

| | | of child learning opportunities are far superior to those associated with implementing traditional intervention practices in everyday activities such as: |
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| | | **Parent-implemented intervention**: Parents provide individualized intervention to their child to improve/increase a wide variety of skills and/or to reduce interfering behaviors. Parents learn to deliver interventions in their home and/or community through a structured parent training program. |
| | | **Peer-mediated instruction and intervention**: Typically developing peers interact with and/or help children and youth with ASD to acquire new behavior, communication, and social skills by increasing social and learning opportunities within natural environments. Teachers/service providers systematically teach peers strategies for engaging children and youth with ASD in positive and extended social interactions in both teacher-directed and learner-initiated activities |
| | | **Embedded instruction** involves multiple, brief teaching interactions between a teacher and child during everyday classroom activities. By identifying functional behavior targets, selecting classroom activities best suited for embedded learning opportunities, and using planned and intentional instructional strategies, teachers can help children learn new behavior for participating in classroom activities throughout the day. |
| | | **Systematic Instruction** Systematic instructional strategies refer to systematic teaching procedures used within and across environments, activities, or routines to promote children's learning and participation. These strategies include response shaping, prompting and prompt fading procedures, naturalistic teaching procedures such as models, expansions, incidental teaching, mand-model procedure, naturalistic time delay, differential reinforcement, high probability procedures (i.e., behavioral momentum) and correspondence training. |

| Slide 18 | **Overarching Evidence-Based Practices, continued**<br><br>• Interactional Practices<br><br>• Teaming and Collaboration Practices<br><br>• Transitions<br><br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpcta.org | From:  Research Foundations for Evidence-Informed Early Childhood Intervention Performance Checklists (puckett.org)<br>Finally, these three practices are also supported by a strong research base:<br>**Interactional practices:** The basis for fostering all children's learning. For children who have or are at risk for developmental delays/disabilities, they represent a critical set of strategies for fostering children's social-emotional competence, communication, cognitive development, problem-solving, autonomy, and persistence" (Division for Early Childhood, 2014, p. 14).<br>Include: Child observation, interpretation of behaviors and actions, and contingent responding. The use of modeling and feedback, commenting and expansions on child communications, needs, preferences, or interests, the provision of developmentally-appropriate scaffolding and support of the ability of the child to access regulation.<br>**Teaming and Collaboration Practices:** six key evidence-based characteristics of effective teaming and collaboration have been identified and include effective communication, shared problem-solving, collective goal setting, and shared team member responsibilities for intervention planning and implementation.  In addition, research syntheses found that practitioner knowledge and skills not only contributed to improved shared team functioning, but also contributed to meaningful family member involvement in team processing and team decision making.<br>**Transitions:** Converging evidence from research syntheses of transition studies point to a number of conditions that contribute to successful transitions. These conditions include transition planning between both transitioning and receiving program practitioners, parent and family involvement in transition planning and implementation, explicit attention to the types of transition experiences promoting continuity in children's learning and development, and use of family-centered practices to reduce parent stress and promote |

| | | positive child and family adaptations and adjustment prior to, during, and following a transition. |
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| Slide 19 | **Activity**<br><br>• A family shares that their son, who has autism, is interested in Legos. How might this shared information help the family and teacher plan for the use of evidence-based practices?<br><br>• Identify some specific evidence-based practices that would incorporate this information<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | **Child strength-based** – building in this child's strength at assembling structures with Legos – which include fine motor, cognitive domains and could easily be built into goals for communication and social-emotional domains through the use of **embedded instruction** - incorporating this **child's preferences** to facilitate **interactional practices** in **natural settings**.  **Family-centered practices** are used here as the information they report on for their child is valued and incorporated into planning. We might want to ask the family how they can join the child in his or her interest in Legos to increase levels of social engagement.<br>In a preschool setting, information from the family that the child loves Legos can **inform reinforcement value for systematic programming** – and inform plans to **embed child-preferred activities** into daily instruction as a mean to **increase interaction.**<br>Example: A Center can be planned where the child and 2 other peers who like Legos will have their own space to play with Legos – and are sitting at a round table so that they are facing each other (environmental adaptation). Each child will have their own pot of Legos by color, and each child will have different colors. Support the targeted child to use eye gaze, sound, or word to request another color when needed, and support peers to notice the targeted child's cues.  Teacher can join in the play as well, and provide comments about the children's play, prompting when needed – but creating space for social initiations. **Data can be collected in a systematic way**, and can inform the way the activity is set up when used subsequently. |

| Slide 20 | **Partnering With Families To Select EBPs**<br><br>• Systematically gather information to develop a deep understanding of family:<br>   • Uniqueness<br>   • Culture<br>   • Circumstances<br>   • Changing priorities<br>   • Stressors<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | Although high-quality research is always the basis for defining an EBP in the field of early intervention, professional expertise plays a role in identifying and selecting an appropriate practice or program.<br><br>Because family members should always be encouraged to be active participants and decision-makers in EI/ECSE services and practice, it is important to gather information from them in an intentional and transparent manner as a means to inform what evidence-based practices will be right for them. |
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| Slide 21 | **Identify Need for Language Accommodations and Resources**<br><br>• In what language will the evidence-based assessment be conducted? What tools will be used?<br>• Are instructional materials and instruction provided in the family's primary language?<br>   • Guides, forms to be used by parents<br>   • Books and other print materials to be used by children<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | With family, identify resources needed to support dual language learners both at home and at school:<br>• Books, other instructional materials.<br>• Interpreters to support intervention/instructional implementation of EBPs at home and at school.<br>• Support for family to access information about service provisions, rights, and advocacy in their first language. |
| Slide 22 | **Gather Information About Child Preferences and Interests**<br><br>• What are the child's strengths, interests, preferences? (using preference assessments as needed)<br>• Using this information to maximize active, engaged learning<br>• Create opportunities for choices within daily routines<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | Gather information from the family about what they know about the **child's strengths, preferences and interests** to collaboratively plan for the child to be engaged in active learning |
| Slide 23 | **Partnering With Families To Identify Skills That Will:**<br><br>• Optimize social interactions<br>• Promote participation in everyday activities and routines at home and in early care/school settings<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | |

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| Slide 24 | **Explore a Variety of EBP Strategies**<br><br>• Review with family how EBPs will be implemented at home and school<br><br>• Explore how EBPs can best be implemented at home in a way that works for the family, within their unique routines<br><br>• Reflect and brainstorm with families about perceived barriers to implementation<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecptc.org | |
| Slide 25 | **With Families, Identify Level of Support the Child Will Need To Succeed**<br><br>• To access, participate and engage with everyday learning experiences<br><br>• Specify adaptations and modifications that will be used by the family and early educators<br><br>• Agree on how feedback and prompting approaches will be used across settings<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecptc.org | |
| Slide 26 | **Using Data To Support Family Decisions**<br><br>• Routine-based interviews<br><br>• Functional behavior assessments<br><br>• Formal and informal observation across settings<br><br>• Cross-disciplinary agreement about family choices for evidence-based intervention/outcome targets<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecptc.org | |
| Slide 27 | **Activity: Gathering Observational Data**<br><br>On the next slide, watch "Crystal Moving Around" before discussing the following;<br>• Crystal's goal: take 2-3 steps using her walker with each foot flat on the floor, either independently or following a prompt from her parents, five times per session across a month<br>• What data will you collect? How will you support parents in collecting data?<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecptc.org | https://www.draccess.org/videolibrary<br>Support discussion around the need to operationalize the definition of a "step with feet flat on the floor". Acknowledge how counting steps can be difficult – for instance, you can ask the group to watch again and count steps in the first clip and see how the group count is the same or different.<br>Discuss how parents might need support to gather data for themselves in a systematic way<br>Support the importance of incorporating parent/adult support data into each observation – operationalizing levels of support for levels of prompts, levels of active control of the walker vs. Crystal controlling the walker independently. We can measure real progress by accurately capturing the behaviors of both |

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| | | the child and the adults who are interacting with her.<br>Discuss the use of video to help capture important data in a systematic way. |
| Slide 28 | **Activity: Crystal Moving Around**<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpcta.org | https://vimeo.com/155919002 |
| Slide 29 | **EBP and Fidelity**<br><br>• Fidelity: Implementation of an EBP as intended by researchers or developers<br>• Includes adherence, exposure/duration, and quality of delivery<br>• Improves the chances that positive change will occur<br>• IRISCENTER resources: Evidence-Based Practices<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpcta.org | https://iris.peabody.vanderbilt.edu/module/ebp_03/cresource/q3/p05/<br>**Adherence** - Following the instructional procedures of the practice or program as they were intended and implementing all components of the EBP in the correct order<br>**Exposure/duration** - Implementing the practice or program for the recommended:<br>**Length of session** (e.g., 40 minutes)<br>**Duration of EBP** (e.g., 12 weeks, one semester, one academic year)<br>**Frequency** (e.g., daily, three times per week)<br>**Quality of delivery** - Delivering the EBP using good teacher practices (e.g., implementing with enthusiasm, providing time for student questions and feedback, managing transitions) |
| Slide 30 | **Fidelity Monitoring**<br><br>• Develop an observational checklist based on a breakdown of EBP protocol e.g., least-to-most prompting<br>• Use developer checklists e.g., Pyramid Model Practices, Early Start Denver Model<br>• Use ECTA Center: Performance Checklists designed to support commonly used EBPs in EI/ECSE<br><br>E C P C<br>Early Childhood Personnel Center<br>www.ecpcta.org | https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Practices-Checklist.pdf<br><br>https://www.esdm.co/<br><br>https://ectacenter.org/decrp/type-checklists.asp |

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| Slide 31 | **Sam Odom: Monitoring Fidelity**<br><br>• Evidence-Based Practices (Part 2):Implementing a Practice or Program with Fidelity<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | https://iris.peabody.vanderbilt.edu/module/ebp_03/cresource/q3/p05/ |
| Slide 32 | **Discuss**<br><br>• What are some methods you might use to monitor your fidelity practice in your work in EI/ECSE?<br>• What kind of feedback do you have access to regarding your implementation fidelity – colleagues, mentors, instructors, ongoing workshops?<br>• Video review?<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | |
| Slide 33 | **References and Resources**<br><br>• Buysse, V., Wesley, P. W., Snyder, P., & Winton, P. (2006). Evidence-based practice: What does it really mean for the early childhood field? *Young Exceptional Children*, *9*(4), 2-11<br>• Dunst, C. (2017). Research Foundations for Evidence-Informed Early Childhood Intervention Performance Checklists, Educational Science, 7(78), doi:10.3390/educsci7040078<br>• Odom, S. L., & Wolery, M. (2003A Unified Theory of Practice in Early Intervention/Early Childhood Special Education: Evidence-Based Practices. *The Journal of Special Education*<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | https://www.mdpi.com/2227-7102/7/4/78/htm<br><br>https://files.eric.ed.gov/fulltext/EJ785946.pdf |
| Slide 34 | **Resources and References**<br><br>• Colorado University of Education |Results Matter Video Library: https://www.draccess.org/videolibrary<br>• Iris Center | Evidence-Based Resources<br><br>ECPC<br>Early Childhood Personnel Center<br>www.ecpcta.org | https://iris.peabody.vanderbilt.edu/module/ebp_03/cresource/q3/p05/<br><br>https://www.draccess.org/videolibrary |