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ABSTRACT

                This final report describes activities and accomplishments of
a federally supported four-year project to enhance and implement an
innovative model for interprofessional preservice training of early childhood
intervention personnel. The New Scripts model is specifically committed to
three areas of personnel development: supporting opportunities for early
childhood and early intervention colleagues to work collaboratively;
increasing the participation of individuals representing cultural and
linguistic diversity; and encouraging the participation of community college
representatives. The project prepared teams of higher education faculty,
family members, practitioners, and agency representatives from nine states to
serve as leaders in providing early childhood and early intervention training
in their states. A total of 389 state level early childhood and early
intervention leaders with personnel preparation responsibilities and 145
interdisciplinary team members participated directly in New Scripts
activities. Documented benefits of participation included: (1) statistically
significant increases in faculty knowledge and skills in early intervention
content and training strategies; greater faculty commitment to participating
in community-based inservice and technical assistance activities; (3) higher
quality preservice and inservice training; and (4) increased linkages among
state agencies, institutions of higher educations, and consumers. Three
appendices provide measures used by the project. (Contains 23 references.)
(DB)

New Scripts for 21st Century Services
An Innovative Model for Supporting Change & Reform
in Interprofessional Preservice Training

Final Report

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ABSTRACT

Universities and community colleges play a major role in preparing early childhood intervention personnel, in providing continuing education to existing personnel, and in solving the personnel preparation challenges facing states. These challenges include personnel shortages with no predictable end in sight, faculty who need support as they adjust their curricula to cover new content areas and roles in which students are expected to demonstrate mastery, and limited resources with which to systematically improve preservice personnel preparation.

The **New Script**s model was designed to prepare higher education faculty to serve as leaders in providing and promoting quality interprofessional <u>preservice</u> instruction in their states. The model employed a systems change approach, designed to make a long lasting and meaningful impact on personnel preparation programs. The goals of this project were:
  (1) to implement an expanded replication of a training and technical assistance model for assisting higher education early childhood and early intervention faculty to serve as leaders in making changes at state, community, institution (university and community college) and individual levels related to improving the preparation of their students;
  (2) to systematically evaluate all project methods, activities and materials; and
  (3) to disseminate nationwide information on effective blueprints or "scripts" for promoting improvements in preservice training.

The **New Scripts** project was specifically committed to focusing on three important areas of personnel development: supporting opportunities for early childhood and early intervention colleagues to work collaboratively; increasing opportunities for the participation of individuals who reflect cultural and linguistic diversity and encouraging the participation of community college representatives.

New Scripts prepared teams of higher education faculty, family members, practitioners and agency representatives from nine states to serve as leaders in providing early childhood and early intervention (0 - 9) training in their states. This project enhanced and replicated a validated model that had previously been developed, implemented and evaluated in 26 states. Critical features of the implementation plan for this project included the following: (1) generating support and a vision for early intervention personnel preparation from state leaders; (2) identifying state and individual needs related to that vision; (3) providing faculty with information and training experiences designed to meet those needs; (4) facilitating the development of action plans related to improving the quality of future personnel preparation activities; and (5) providing technical assistance in support of the action plans.

Five initial states (Colorado, Delaware, South Carolina, Texas, West Virginia) were identified in the **New Scripts** proposal; four additional states (Kentucky, Missouri, New Mexico, Ohio) were selected through a national solicitation process. A total of 389 state-level early childhood and early intervention leaders with personnel preparation responsibilities and 145 interdisciplinary team members (faculty, family, practitioners, agency representatives) participated directly in **New Scripts** activities. Documented benefits of participation included: (1) statistically significant increases in faculty knowledge and skills in early intervention content and training strategies; (2) greater faculty commitment to participating in community-based inservice and technical assistance activities; (3) higher quality preservice and inservice training; and (4) increased linkages among state agencies, institutions of higher education, and consumers around personnel preparation at the state level.

In summary, the project contributed significantly to improving preparation of personnel to educate young children with disabilities by advancing the knowledge base and quality practices at the community, regional and state levels.

GOALS AND OBJECTIVES

The three broad goals and accompanying objectives of the **New Scripts** project were:

Goal I:	To implement an expanded replication of a training and technical assistance model for assisting higher education early childhood and early intervention faculty to serve as leaders in making changes at state, community, institution (college and university) and individual levels related to improving the preparation of their students

Objective 1: Identify liaison(s) to **New Scripts** from each Cohort One state
Objective 2: Identify the State Resource and Planning Team (SRPT) in each Cohort One state
Objective 3: Plan and conduct a meeting with the SRPT in each Cohort One state
Objective 4: Facilitate the selection of a team from each of the four Cohort One states
Objective 5: Design, implement and evaluate the institute for Cohort One state teams
Objective 6: Provide follow-up support for state plans in Cohort One states
Objective 7: Solicit and select Cohort Two states
Objective 8: Repeat (Objectives 1 – 7) with Cohort Two states

Goal II:	To systematically evaluate all project methods, activities and materials

Objective 1: Develop **New Scripts** measures and protocols
Objective 2: Conduct needs assessments and evaluations
Objective 3: Analyze data and summarize findings

Goal III:	To disseminate nationwide information on effective blueprints or "scripts" for promoting improvements in preservice training

Objective 1: Disseminate materials and information
Objective 2: Disseminate information about project activities and effectiveness

CONCEPTUAL FRAMEWORK FOR THE PROJECT

New Scripts was based on a conceptual framework derived from the literature on systems change. The approach taken in the project was ecological, individualized and designed to produce documented, long-lasting and meaningful changes in early intervention personnel preparation based on the specific and individual needs of each of the participating states. The core values of the project included commitments to diversity, interprofessional participation, family-centered approaches, a comprehensive system of personnel development and an appreciation for existing initiatives. **New Scripts** was conceptualized as an enhancement of the previously funded SIFT (Southeastern Institute for Faculty Training), SIFT-OUT (Southeastern Institute for Faculty Training Outreach) and SCRIPT (Supporting Change and Reform in Interprofessional Preservice Training) projects. It refined and expanded the model to additional states, while at the same time creating the opportunity for states to focus more extensively on strategies for supporting changes in preservice personnel preparation.

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DESCRIPTION OF TRAINING MODEL, ACTIVITIES AND PARTICIPANTS

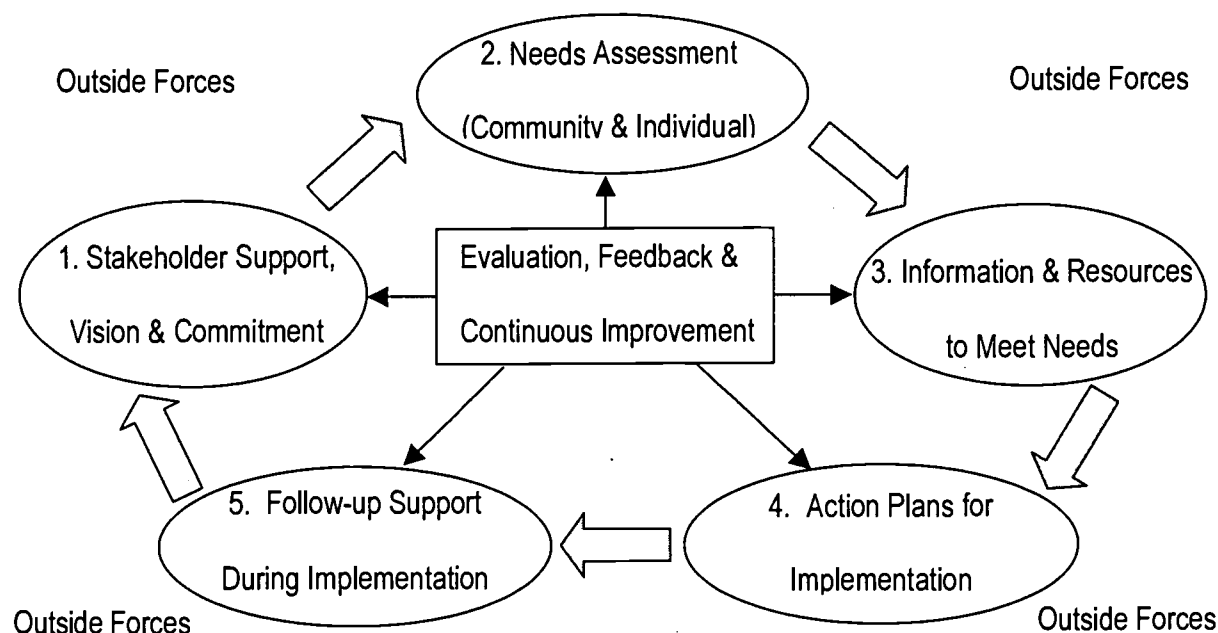The **New Scripts** systems change model consisted of six component parts, as illustrated in Figure 1.

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Outside Forces                2. Needs Assessment              Outside Forces
                            (Community & Individual)

1. Stakeholder Support,    Evaluation, Feedback &      3. Information & Resources
   Vision & Commitment     Continuous Improvement           to Meet Needs


                 5. Follow-up Support        4. Action Plans for
                   During Implementation        Implementation
Outside Forces                                              Outside Forces
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Figure 1.   **New Scripts** Systems Change Model

Part 1.   Stakeholder Support and Vision

One of the challenges in implementing a multi-state model is being responsive to the unique and diverse needs and priorities of states. A systemic change model that does not build on and enhance existing early intervention personnel development efforts and is not supported by key personnel who hold power, money and authority at administrative levels is unlikely to be effective (Georgiades & Phillimore, 1975; Pizzo, Griffin, Keith, Argenta, & Szanton, 1993; Winton, 1990). Without administrative support, individuals receiving training in innovative content and instructional strategies may find themselves unable to implement these new ideas in their natural teaching, training and planning contexts.

Securing a liaison to facilitate our interactions with states and identifying and involving key state-level early intervention stakeholders were initial priorities. Each participating state was asked to identify an individual or individuals with time, resources and interest to invest in serving as a liaison to **New Scripts**. Four of the nine states selected a single individual with statewide personnel preparation responsibilities (e.g. Part C personnel preparation consultant, 619 coordinator). Five states selected more than one liaison, drawing together individuals from different settings and different perspectives (e.g., campus, community and state agency).

Based on guidance provided by **New Scripts**, each state's stakeholder group or SRPT (State Resource Planning Team) drew from agencies, disciplines and institutions within the state to include key early childhood and early intervention representatives with expertise, power and resources. Family representation and cultural diversity were required on each SRPT. In most states, a group of this type already existed in the form of an Interagency Coordinating Council (ICC) or other personnel preparation committee. In those states, the liaison(s) used the **New Scripts** opportunity to engage additional stakeholders with preservice interests. The SRPTs (n = 389 total across the nine states with a range of 18-59) met again over a 24-month period to provide feedback on **New Scripts** efforts in their state.

A key purpose for the initial meeting was to enable stakeholders to exchange information about personnel preparation priorities, including current and planned initiatives and projects. This background helped stakeholders avoid duplication of efforts and prioritize desired changes in personnel preparation that were either enhancements of current efforts or new areas for improvement. State SRPT priorities are listed in Table 1.

Table 1.   State Priorities for Improvement in Preservice Preparation

Colorado	• To change and reform interprofessional preservice training by establishing partnerships among faculty, families, agencies and providers that will: ♦ Build consistent undergraduate and graduate competence in key areas including teaming, cultural competence, and family-driven, community-based practices; and ♦ Prepare personnel to deliver quality services that support appropriate relationship-based assessment including children of diverse cultures and abilities in early care and education environments
Delaware	• Increase the connection between preservice & inservice education and training, compensation & certification / credentialing • Increase wholistic learning opportunities by offering course work that emphasizes diversity, natural environments and family-centered practices and field placements that emphasize diversity and quality (e.g., child care settings, family practica experiences) • Encourage collaboration across disciplines, departments and institutions (e.g., ways for faculty and students to exchange ideas, develop skills and share resources
South Carolina	• Increase exemplary field experiences (practica, internships, etc.) in diverse settings • Increase partnerships among universities, colleges, technical colleges and departments

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Table 1.   State Priorities (continued)

West Virginia	• Increase collaboration and coordination across early childhood, child development and early intervention • Increase interdisciplinary training, collaboration and goals • Provide incentives and supports for interdisciplinary collaboration in higher education • Increase opportunities for faculty, students and family members to become change agents (e.g., participate in leadership training)
Cohort 2 States	
Kentucky	• Universal articulation • Develop campus-community-family partnership
Missouri	• Building campus-community partnerships
New Mexico	• Develop a career lattice for paraprofessionals
Ohio	• Develop an institutional continuum to support Career Pathways • Develop a plan for involving families as partners in preservice preparation, including roles in development, implementation and evaluation
Texas	• Develop and support preservice personnel preparation curriculum standards. Emphasize the alignment of courses and related experiences with these standards. • Increase the emphasis in preservice preparation on services in natural environments, including supporting student preparation for expanded roles that professionals may play in community settings (e.g., training, consultation) • Increase interdisciplinary and practical clinical/practicum experiences in natural environments, with emphasis on teaming models, teamwork and expanded service delivery roles

A related purpose of the meeting was to identify the travel team of faculty, family members, practitioners and state agency representatives who would represent the state at the **New Scripts** institute and delineate plans for addressing the SRPT priorities. **New Scripts** required that states select a team that represented multiple disciplines, cultural diversity, faculty members, practitioners and relevant state agencies (e.g., Part C, 619). Lead agency representation (Part C) was required, and 619/Part B representation was encouraged to support continuity and collaboration. **New Scripts** defined "faculty" in an inclusive fashion so that practica supervisors and adjunct instructors were included. With support from a supplemental grant from the National Center for Early Development and Learning (NCEDL), states were able to include additional early childhood faculty members on their teams to enhance opportunities for early childhood/early intervention collaboration.

SRPT members within each state were also given a chance to identify additional selection criteria that fit with their vision or plan for their state. States used a variety of methods to determine travel team membership. Several states had a sub-group meet on the day following the SRPT meeting to make selections. One state had family-faculty-practitioner clusters apply together. Yet another used the sub-group process to identify faculty and practitioner representatives and used a self-application process to identify the family representatives. In each case, guidance from SRPT members regarding priorities played an important part in the composition of each team. Examples of criteria identified by states included geographical representation, willingness on faculty's part to devote a certain number of days to inservice training and linkages with existing state training initiatives.

As Table 2 indicates, the 145 travel team members who participated from the nine states represented 15 different disciplines with a mean of 11.5 years of service delivery experience and 11.7 years of personnel preparation experience. Twenty-nine percent were parents of children with disabilities, and 15.8% percent of participants identified themselves as culturally and linguistically diverse (e.g., not Caucasian).

A critical step in the model was conveying to travel team members why they were selected, what the expectations of them were from the state level and what the state priorities were that they were being asked to assist in addressing. An effective strategy in supporting travel team member participation was sending "boss/dean" letters on their behalf to administrators or supervisors of their choosing. These letters described the **New Scripts** project and highlighted the unique leadership opportunity that participation would offer. These "boss/dean" letters legitimized participation and assisted travel team members, especially faculty, in obtaining travel support to attend the five-day **New Scripts** institute. One hundred eighty-five pre-institute "boss/dean" letters were individually crafted for members of **New Scripts** teams, with excellent results (e.g., institutions supported travel for all participating faculty members). Similar letters were prepared as team members headed home to generate support for their efforts. A total of 369 individual letters were written on behalf of participants.

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Table 2. Number and Characteristics of Travel Team Members (Individuals Who Received Direct Training from the New Scripts Project) (n = 145)

Characteristic	Percent
Ethnicity	
European American	83.45
African-American	9.66
Hispanic/Latino	4.14
Other	2.75
Parent of a Child with a Disability	30.56
Primary Work Setting	
Community Agency	13.10
Community College	10.34
Home	3.45
Regional Agency	2.76
State Agency	18.62
University	31.03
University Center on Disability	4.14
Other	16.55
Discipline	
Business/Administration	8.97
Child Development	6.21
Early Childhood Education	22.07
Early Childhood Special Education	15.86
Education	4.14
Medicine	2.07
Nursing	1.38
Occupational Therapy	5.52
Physical Therapy	3.45
Psychology	3.45
Social Work	4.83
Special Education	4.83
Speech-Language Pathology	3.45
Other	2.07

Part 2. Needs Assessment (Community and Individual)

A key factor in designing effective training is ensuring that the training is responsive to the perceived needs of the trainees (Griffin, 1983; Kealoha & Haase, 1988; Stein & Wang, 1988). Upon selection, travel team members were asked to respond to a needs assessment measure related to content areas, instructional strategies and resources to which they would like exposure to enhance their ability to provide training to others.

- Priorities for content were: interagency collaboration, inclusion/natural environments, assessment/evaluation, IDEA/laws/regulations and interdisciplinary teaching.

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- Priorities for instructional strategies were: cross-disciplinary co-teaching; distance education/ web-based instruction and families as co-teachers.
- Priorities for help were: access to instructional resources, further training in relevant content areas and access to other faculty/programs doing early childhood and early intervention training.

The results of the needs assessment data, as well as the state priorities identified by SRPT members in each cohort of states, were used to design the five-day training institute held each year.

Part 3.   Infusion of Information and Resources to Meet Needs

An important consideration in assessing training needs is the extent to which it is possible to respond effectively to the identified needs. In his review of the literature on staff development and the process of change, Guskey (1986) said it is better not to collect needs assessment information if the needs cannot be addressed, simply because of the negative feelings that participants have when they feel that they took the time to share their needs and the information was ignored. Therefore, planning for the five-day intensive training event, the **New Scripts** institute, was based on the state and individual needs. Key features of this event were:

- Instructional Sessions – During the five-day **New Scripts** institute, participants chose from 30-35 different instructional sessions (lasting from 1 -2 1/2 hours). Sessions were organized around the priorities of participating states and the content areas that participants identified through the needs assessment. Expert consultants, chosen for both their knowledge of the content area and their reputations as experienced trainers, facilitated the sessions. Whenever possible, sessions were co-facilitated to model interdisciplinary and family-professional collaboration. Rather than the traditional content-focused emphasis, the sessions were organized around how to train others about the particular content area. A variety of innovative instructional strategies, reflecting principles of adult learning (Brookfield, 1993; Garrison, 1992; Knowles, 1980) and focused on topics that were prioritized on the needs assessment, were demonstrated. At the end of each session, participants had the opportunity to discuss strategies they saw modeled and how they might use them.

- Interactive Library and Resource Guide – In response to needs assessment data indicating that access to training materials was a priority for faculty, an interactive library of innovative, family-centered, interdisciplinary early intervention training resources was created. These materials were transported to the **New Scripts** institute and were organized by content area in a large room reserved for this purpose. Chairs, tables, portable VCRs and time were available for participants to explore these resources in depth. In addition, the materials were catalogued in an accompanying Resource Guide (Catlett, Winton & Mitchell, 2002) that included brief descriptions and ordering information. What is notable about this collection of materials is that many are not commercially available and therefore, are not widely marketed or known to faculty. The majority were developed through grant-funded projects and thus available at reasonable purchase prices. (NOTE: The 9th (2000), 10th (2001) and 11th (2002) editions of the Resource Guide were revised and produced for **New Scripts** participants. The current (2002) edition of this product is available to search or download at http://www.fpg.unc.edu/Publications/Rguide/rguide.pdf. A fully searchable

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database of the collection (http://www.fpg.unc.edu/~scpp/~resourceguide/) has also been created to allow easy access and ongoing updates. Special collections that were included in the library included course syllabi, materials that have been translated into Spanish and measures for evaluating training outcomes.

- <u>Team-Building, Planning and Networking Time</u> – Participants indicated on the needs assessment that access to other faculty providing early intervention training was a resource that would help them in their training roles. Therefore, 8-10 hours during the **New Scripts** institute were dedicated as team building and planning time. A large portion of this time was devoted to meetings of each state's travel team that focused on developing plans for addressing the early intervention personnel preparation priorities identified by the leaders in their states. This time also provided a natural context for sharing ideas and expertise across disciplines, agencies and institutions within their state. Time was also set aside for "issue" sessions at which participants from all states could convene around a special topic of interest to them.

Part 4.   Encouraging Practical Application of Ideas through Action Planning

The importance of linking the training to real life practices and experiences is another component that has been described as critical to the successful training experience (Pizzo, Griffin, Keith, Argenta, & Szanton, 1993; Winton, McWilliam, Harrison, Owens, & Bailey, 1992; Fullan, 1982; Hall & Hord, 1987; Havelock & Havelock, 1973; ZERO TO THREE/ The National Center for Clinical Infant Programs, 1991). Examples of the strategies used during the **New Scripts** institute to promote and model this concept follow.

- <u>Making instructional materials accessible</u>. One strategy for making the materials accessible was to provide every participant with a handout set from each instructional session. The handouts were designed so participants could use them in their own training. For example, if a session facilitator used an overhead, a hard copy of the overhead was included in the handouts. Session facilitators also made extensive use of the instructional materials in the interactive library as a way of acquainting faculty with those resources. Making session handouts available on the New Scripts web site after each institute further enhanced this strategy.

- <u>Identifying short-term goals</u>. Another strategy for encouraging practical applications was to ask participants to identify specific goals they wanted to accomplish during the five-day training institute. On the first of the four days, participants were asked to write their personal goals on "Post-it" notes and place them in a strategic location where they could check on their progress. As part of their orientation to the five-day schedule of activities, they were reminded that time was theirs to spend in whatever ways would enable them to accomplish their objectives. Scheduled independent time, planned variety in the instructional sessions and opportunities to create sessions on topics of interest were all ways of conveying that participants were in charge of their own learning. The **New Scripts** staff and invited facilitators structured the event to be flexible and responsive to adult learners (Garrison, 1992). This strategy helped the participants focus on the aspects of the institute experience that had the most practical application.

- <u>Identifying long-term goals</u>. Another strategy was to request that participants develop a specific plan for how they would use what they had discovered at the **New Scripts**

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institute in their states. This planning process took place both at a state level and at an individual level. Each state team was asked to develop a state action plan that provided timelines, objectives and denoted responsibilities related to addressing state priorities. In addition to state plans, participants were asked to develop individualized "Back Home" plans that specified personal objectives related to preservice or inservice early intervention training that were inspired by their **New Scripts** experience. Some examples of personal goals included: (a) revising assessment courses to include family-centered content; (b) inviting parents to present or co-instruct; and (c) inviting colleagues from other disciplines to plan and implement a workshop. Participants received a "Checklist of Quality Indicators Related to Early Intervention Preservice Training" (see Appendix A) to use when they were planning and as a reminder of what they might advocate for when they participated in policy or planning groups.

Part 5.   Providing Follow-up Support and Technical Assistance

Providing follow-up support and technical assistance is a critical component to ensuring application of learning (Wolfe & Snyder,1997). An earlier project (SIFT) provided ongoing support for a period of six months after the training institute. Project evaluation confirmed that six months is a very short time to achieve (or expect to achieve) systemic change. For this reason, **New Scripts** extended the follow-up period to 18 months. States were required to participate in one face-to-face meeting six months after the **New Scripts** institute and a second meeting 12-18 months after the institute. The first meeting provided an opportunity for travel team members to recap what they learned at the **New Scripts** institute and review progress on their plans for change with the leaders (SRPT and others) in their states. Participants in that meeting were asked to evaluate the success of the state plan, to identify barriers and facilitators related to accomplishing the plan and to identify "next steps" in terms of early intervention personnel preparation in the state. This meeting also provided an opportunity to discuss how to use the $3,000 mini-grant provided to each state by **New Scripts** to support progress on state plans.

Often when grant-funded projects end, the innovations or efforts that were being promoted dissipate or disappear. A case in point is research on the fate of 10 inter-disciplinary early intervention preservice programs studied by Rooney (1994). At the end of the funding period, 9 of 10 had reverted to traditional training programs; the inter-disciplinary aspects had vanished without the grant support. For this reason, care was taken in the **New Scripts** model, through mechanisms like the 12-18 month follow-up meeting, to provide a thoughtful forum for discussion of institutionalizing **New Scripts** efforts.

A third follow-up support strategy was the ongoing technical assistance through telephone and e-mail contact with all participants. This support was available to SRPT members and travel team members throughout the four-year grant period. At this time over 2,000 individuals are on the **New Scripts** mailing list, reflecting, in part, the interest of deans, chairpersons and other administrators who requested information as a result of exposure to **New Scripts** through boss/dean letters. **New Scripts** responded to over 5,000 requests for technical assistance over the life of the project, most of which have focused on brainstorming with participants about activities, resources and strategies related to teaching and/or training they were planning or networking to create connections among faculty, families, practitioners and agencies.

Part 6.   Evaluation Strategy

As illustrated in Figure 1, evaluation took place at and throughout every phase of implementation. Data are presented and findings discussed in the Evaluation Findings section of this document, which follows Methodological or Logistical Problems.

METHODOLOGICAL OR LOGISTICAL PROBLEMS

Changes in personnel in the participating states posed the largest single threat to the impact and continuity of **New Scripts**. In several states, the liaison changed jobs or left the state. The loss of a leader with both the history of the project and the vision for implementing targeted changes was keenly felt in three **New Scripts** states. No amount of additional support and cheerleading, we discovered, can make up for the loss of a dedicated advocate and ally within the state.

Significant upheaval within the Part C program posed an additional challenge to this project. Of the nine participating states, two underwent total redesign of their Part C programs and two experienced shifts in lead agency. In each case, competing priorities created by these reorganizations made focus on **New Scripts** priorities more challenging. Details of the impact of these shifts can be found in the **Project Impact** section of this report.

EVALUATION FINDINGS

Evaluation data were collected from both the **New Scripts** SRPT teams and State Action teams ("travel teams") from each participating state using surveys and telephone interviews. Appendix C has copies of the measures. Highlights from these data are provided below.

Documentation – Records maintained by project staff document the timely accomplishment of all project goals and objectives. Planned training and project management activities and tasks were conducted. Technical assistance requests (over 5,000 during the four years of the project) were completed. The **New Scripts** project was also very successful in sharing information and materials with diverse audiences committed to early intervention personnel development.

Satisfaction – Members of the State Action Teams were asked to rate their Institute experience along several dimensions using a five-point likert scale with 1 being low and 5 being high. Their responses indicated high levels of satisfaction with the relevance (n=139, x=4.53), new information and ideas (n=142, x=4.68), how time was organized (n=141, x=4.38); effectiveness of presenters (n=142, x=4.75), the opportunities for discussion (n=141, x=4.53), and with the changes in their workplaces they thought they would make as a result (n=140, x=4.59).

Evidence of Changes in Participants' Knowledge, Skills and Practices

Outcome 1: Did the model increase the knowledge, skills and confidence of institute (State Action Team) participants related to using innovative instructional approaches for delivering early childhood/early intervention content in the personnel preparation programs in their state and communities?

Two measures were used to collect data on pre-post changes in the self-efficacy of individual State Action Team members in regard to their levels of knowledge and skill in the following component areas: (1) early childhood/early intervention content; (2) early childhood/early intervention systemic issues related to personnel preparation; and (3) instructional approaches for conveying content. As described earlier in this manuscript, the Participant Needs Assessment (PNA) measure was used to collect information on needs and priorities of individuals prior to their coming to the Institute. The PNA measure included 25 questions divided into the three component areas listed above. Participants were asked to provide a self-rating of their knowledge and skill on each item using a five-point likert scale, with 1 being low and 5 being high.

A second measure, Six- month Post-Institute Satisfaction and Assessment (Post-PISA), was administered to the participants six months after their participation in the Institute. This measure included the same 25 questions asked on the PNA, meaning that participants rated their knowledge and skills on a five-point likert scale at both pre- and post-training time points. Scores were calculated as the means of items in each of the three component areas. Internal consistency as calculated at pre-training time was very good for each component: content areas (12 items, Cronbach's alpha 0.85), systemic issues (5 items, Cronbach's alpha 0.74), and instructional approaches (10 items, 0.90). Improvements reported by the 117 participants who responded to both timepoints were 0.37 for knowledge and skill in early intervention content (one-sample t-test, $p<.05$), 0.59 for knowledge and skill related to systemic issues (one-sample t-test, $p<.05$) and 0.56 for instructional approaches (one-sample t-test, $p<.05$), indicating that improvements in self-efficacy in the areas of early intervention content, instructional approaches for teaching others and in systems issues occurred.

One question of interest, given the interdisciplinary nature of the project, was whether certain disciplines benefited more than others from the project activities. To address that question, the participants were divided into three groups: 1) education (consisting of child development, early childhood education, early childhood special education, education and special education disciplines); 2) health (consisting of medicine, nursing, occupational therapy, physical therapy and speech-language pathology disciplines) and 3) other (consisting of business / administration, psychology, social work, parent and other). Using a multivariate analysis of variance, there was no evidence that discipline affected the amount of change.

Another question of interest was whether faculty benefited more from the project activities than did non-faculty (parents, administrators, teachers). To answer this question, participants were divided into two groups: 1) faculty (consisting of individuals with primary work settings at community colleges, universities, and university centers on disability; 46% of the sample) and 2) non-faculty (consisting of individuals whose primary work settings were community, regional or state agency, home, or other; 54% of the sample). A t statistic

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was used to look at the effect that being in the faculty or non-faculty group had on self-ratings of knowledge and skills in the three component areas at the two points in time (pre-test and post-test). There were no significant differences between the two groups.

A third measure, the *Post-Institute Satisfaction and Assessment (PISA)* administered immediately following the Institute had a question related to participant willingness to be involved in early intervention personnel preparation in three contexts: 1) preservice, 2) inservice and 3) technical assistance contexts. This was an important issue to assess since Institute participants represented different agencies and had different levels and types of personnel preparation responsibilities in their jobs. One of the goals of the project was to develop partnerships between faculty and community partners with a desired outcome being that faculty would be more willing to provide inservice training and technical assistance, and community partners would be willing to provide training in preservice contexts . On the *PISA,* participants were asked prior to the training institute and again immediately after the Institute to rate their willingness to be involved in those three training contexts. Willingness to participate increased 0.32 units for inservice contexts (n=133, p<.00001), 0.39 units for preservice contexts (n=128, p<.00001) and 0.41 units for technical assistance (n=128, p<.00001). This indicates dramatic change in their predisposition to be a personnel preparation resource.

Participants were asked at two points in time (immediately following the Institute on the PISA measure and 6 months later on the Six-Month Post PISA measure) to respond to the question, "In the last six months, how much time have you spent providing inservice training for people working with young children (0-9) and their families?" They could check one of the following categories: no time, 1 day, 2-5 days, 6-10 days, 11 or more days. Their responses indicated that they were spending more time training people at the six-month time-point than they had been prior to the Institute (n=105, Wilcoxon rank sum test p,.001). Participants were also asked at the same two points in time to indicate various ways they had been involved in preservice preparation with options being the following: no involvement, supervised students, taught or co-taught coursework, participated in practicum, family as faculty or other. Participation in any form increased from 58 to 76 percent (n=113, McNemar's test, p<.001).

Take together, these data indicate that the goal of increasing the knowledge, skill and confidence of faculty, families, administrators and providers in being involved in early intervention personnel preparation was successful.

<u>Outcome 2: Did the model enhance the quality of the early intervention personnel preparation provided by Institute participants?</u>

A set of preservice and inservice quality indicators were developed and shared with project participants at the project Institute. These quality indicators focused on the underlying values of the project for interdisciplinary and interagency collaboration, family participation and family-centered practices, team-based models of change, and research-based pedagogical practices. The Institute was designed to model these principles as well as provide information and strategies for how to infuse the quality indicators into the training the participants provided others in either preservice or inservice settings. The *PISA* and *Six-Month Post-PISA* measures had 18 questions related to the quality indicators that participants rated in terms of the extent to which they engaged in those practices during the preceding six months. Only those participants who had conducted an inservice training

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during the last six months were asked to rate the quality indicator questions in the inservice category; 44 % (n=65) of the total sample met this criteria and responded to the questions at the two points in time. The same restrictions to the sample were made in the preservice category with 35 % (n=51) of the total sample meeting the criteria. This meant a reduced sample for calculating changes in their ratings from Time 1 to Time 2.

In terms of preservice, self-ratings of quality increased 0.19 units from Time 1 to Time 2 (n=51, paired t test $p<.05$). There was no evidence that discipline or years of service modified this change.

Although there was only marginal evidence of a change from pre to post in the overall inservice mean (n=65, paired t test $p=.07$), there were some interesting individual items that changed in a significant direction. These included the following differences in inservice approaches:
- Worked as part of an interdisciplinary training team ($p<..01$)
- Included family members of children with disabilities as part of the training team ($p<.01$)
- Actively included administrators in the training provided ($p<.01$)
- Had participants develop action plans for ideas to try in their work settings ($p<.01$)
- Infused a family-centered philosophy into the training ($p<.05$)

A measure that specifically examined interdisciplinary preservice practices was used to assess the extent to which faculty who participated in the institute (Time 1: n=144, Time 2: n=117) engaged in interdisciplinary practices in six activity areas: research, preservice teaching, inservice training, consultation, curriculum development and administration. The measure, *Survey of Interdisciplinary Activities* (Houck, 1997; Mellin & Winton, 2002), was administered prior to participation in the Institute and six months after Institute participation. Data from this measure were used to address several questions of interest.

The first question of interest was how did faculty participating in this project spend their time across the array of traditional faculty activities (preservice teaching, inservice teaching, research, consultation, curriculum development, and administration); and did this change over the course of this project. As predicted, the majority of time (45% at Time 1 and 42% at Time 2) was spent in preservice teaching. A t test revealed no significant difference between Time 1 and Time 2 in how faculty spent their time in any of the six activity areas.

A second question of interest was whether the percentage of time spent collaborating with faculty in other disciplines changed from Time 1 to Time 2. Although there was an increase from 25% to 32% in the amount of interdisciplinary collaboration in all activities from Time 1 to Time 2, this change was not statistically significant ($p=.102$). When activity areas were examined individually, there was a marginally significant difference in the expected direction between Time 1 and Time 2 in terms of interdisciplinary collaboration in preservice teaching ($p=.06$).

A third question related to the factors that help or hinder interdisciplinary collaboration. At Time 1 faculty were asked to identify the top barriers and top facilitators of interdisciplinary collaboration from a list of 8 choices. Of the 63 faculty members who responded, resources (presence or absence of funding, time) were identified by 48% as a top barrier to interdisciplinary collaboration, while their own beliefs in and experiences with

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interdisciplinary collaboration were identified by 44% as a top facilitator. There were minimal changes in their rankings of the 8 choices from Time 1 to Time 2. With 53 faculty at Time 2, 49% indicated that resources were the top barrier and 51% indicated that their own values, beliefs and commitment were the top the facilitator. Data from this measure suggest that the project was effective to a small but not significant degree in increasing the amount of interdisciplinary collaboration.

Evidence of Changes in State-Wide Personnel Preparation Systems

<u>Outcome 3: Did the model strengthen linkages among state agencies, institutions of higher education and consumers relative to personnel preparation at the state level?</u>

At a systems level, State Resource Planning Team (SRPT) members completed a questionnaire about the state personnel preparation landscape (see "Surveying the Preservice Personnel Preparation Landscape" in Appendix A) prior to the SRPT meeting and again six months after their state's travel team had returned from the **New Scripts** institute. This 17-item measure asked SRPT members to rate personnel preparation in their state along several important quality dimensions related to collaboration, coordination, and family-centeredness. Inter-correlations between pairs of the 17 items on the pre-institute landscape questionnaire were relatively high, generally above 0.3. A factor analysis on the subset of observations with no items either missing or scored as 0 (Don't know) also indicated a single factor. These considerations indicated that a single factor score was appropriate.

SRPT members reported an average increase in their overall landscape scores from Time 1 to Time 2 (n=59, paired t test, p<.01), indicating that they perceived improvements in the quality of the personnel preparation in their state. The mediam increase was 0.21 units. Since one of the response items on the Landscape measure for each item was 0 ("Don't know") and one of the intended outcomes was for individuals in leadership positions in different agencies and institutions to become aware of the early intervention personnel preparation "landscape" of their state, an analysis was made to determine if there was a decrease in the number of unanswered or "Don't know" responses from Time 1 to Time 2. SRPT members reported an average of 1.1 fewer unknown or unanswered items at Time 2 (signed rank test p<.05).

Individual items where significant changes occurred from Time 1 to Time 2 included:

- Preservice education activities are coordinated across the state (t test p=.006)
- Preservice education is planned and implemented in a collaborative fashion across the state (p=.0001)
- Preservice activities are planned by interdisciplinary faculty and implemented with interdisciplinary audiences (p=.02)
- Institutions of higher education (2 & 4 year IHEs) have articulation agreements that support a career progression for students (p=.02)
- Preservice programs at 4 year IHEs are accessible to working professionals (p=.02)
- Preservice programs at 2 year IHEs are accessible to working professionals (p=.01)
- Family-centered philosophy is infused in preservice training (p=.03)
- College coursework and practica are linked with certification (p=.0002)

These changes over time in the SRPT members' perceptions of preservice preparation reflect the emphases of the New Scripts Project on family involvement, interdisciplinary collaboration, collaboration between two- and four-year IHEs and interagency coordination and collaboration. Even though change occurred across every item in positive directions, the scores indicated that there is still ample room for improvements. One of the areas in which changes over time in perception did not take place at statistically significant levels are related to cultural diversity. SRPT members did not indicate that there were changes in the extent to which cultural and linguistic diversity was infused into coursework and practica or the extent to which preservice personnel reflect the cultural and linguistic diversity of their state. These findings helped prompt the Principal Investigators to focus efforts on diversity and through the help of an OSEP funded grant, Walking the Walk, they have taken on the challenges of addressing these issues.

Interviews conducted with individual travel team members provide further evidence of increased capacity and linkages. Participants were asked to identify the major impact of the project and their responses were analyzed. The responses are summarized below in terms of major themes.

- Networking and new relationships (mentioned by 38 percent of respondents)
- Introduced new training strategies and resources (mentioned by 24 percent of respondents)
- Increased support/motivation (mentioned by 16 percent of respondents)
- Made changes at systems level (mentioned by 11 percent of respondents)
- Increased big picture awareness (mentioned by 7 percent of respondents)

Note that networking and new relationships were viewed as a major impact of the project. We were specifically interested in the role of families on the travel teams and asked about this in our six-month follow-up interviews. Travel team members indicated that family involvement was an extremely important component of the project. Participants rated very highly the impact of parents being part of their teams (n=121, x= 2.90 on a three-point likert scale with 1 being no impact and 3 being great impact). A question asking about the extent to which family members on the teams stayed involved in personnel preparation in their states indicated that this did happen to a moderate extent (n=124, x=4.34 on a scale of 1-5 with 5 being very involved).

Application to Practice – The extent to which educational innovations actually become embedded within ongoing institutional and individual practices is discouraging (Gersten et al, 1995). For this reason, application to practice was an important part of the **New Scripts** evaluation plan. Findings are summarized below.

Outcome 4: To what extent were travel team members able to implement the innovative ideas identified through **New Scripts Institute** in their ongoing teaching and training practices?

Each travel team member developed an Individualized Back Home Plan at the end of the **New Scripts** institute consisting of individual goals, action steps, resources and timelines. Participants identified a mean of 2.87 goals each with a range of 1-5 goals. Phone interviews were held six-months later to determine satisfaction with and progress on each of the goals each individual had set. Using a five-point likert scale with 5 being

completely successful or satisfied, participants indicated moderate amount of success in accomplishing their goals (n=127; x= 3.12) and a moderate degree of satisfaction with their success (n=127, x=3.18).

Respondents were asked to identify specific barriers and facilitators related to each of their goals. Their responses were analyzed and the following themes were identified:

- **Organizational/system factors** had the biggest impact on change in terms of both barriers (mentioned by 39% of respondents) and facilitators (mentioned by 29% of the respondents). Comments in this category related to resources (funding, technology, staff turnover), existing grants and initiatives and administrative and leadership support.

- **Colleague-related factors** was the second most frequently mentioned factor affecting change. The interest, enthusiasm and support of colleagues was more likely to be mentioned as a facilitator (33% of respondents) than a barrier (23% of respondents) to accomplishing new goals.

- **Individual-related factors** included participants describing things about themselves that were barriers (35%) to accomplishing their goals rather than facilitators (15%). Barrier comments were often related to time and competing priorities; facilitator comments related to their commitment and enthusiasm.

- **New Scripts -related factors**, including ongoing support and technical assistance, were described by 18 percent of participants as a facilitator to their progress.

Goal 5: To what extent were states able to implement their state action plans related to making changes in their preservice personnel development systems?

At the six-month follow-up meetings held in each state, the key leaders (SRPT members) rated progress on their state action plans. Specific state goals (x = 3.6 per state) were implemented with some success (3.03 on a 1-5 scale with 1 designating no progress and 5 designating full attainment of the goal). Stakeholders also indicated the extent to which they felt the efforts started through **New Scripts** would have a continuing impact (x = 4.12 on a 1-5 scale with 1 having no impact and 5 having a major impact). These quantitative findings are supported by qualitative evidence of lasting changes related to quality and collaboration in state personnel preparation efforts.

In summary, our evaluation data indicate that the major goals for our project were achieved. The individuals felt more knowledgeable, skilled and confident about early intervention content, instructional approaches for teaching about it, and systems issues that affect the delivery of personnel preparation after participation in **New Scripts**. Participants increased their involvement in providing personnel preparation, and the quality of their efforts improved. The project's positive impact held true across disciplines (health, education, and other) and roles (faculty versus non-faculty). State-level leaders perceived that the quality of personnel preparation in their states improved and their awareness of the status of personnel preparation increased. Specific personnel preparation activities and initiatives were begun by individuals as a result of **New Scripts**, and progress in implementing these activities was made. Based on our data we are confident saying that as a result of **New Scripts**, new partners have been made, new approaches to personnel preparation are being tried and new connections at state and local levels have been created. Specific state-level information on impact is provided in the next section.

PROJECT IMPACT

Project impact can be assessed in several ways. Highlights in this section focus on: changes that have been facilitated in participating states; products that have been developed and made available; presentations; publications; and other indicators of the project's effect. A final section summarizes the implications of findings by describing lessons learned through the **New Scripts** project and promising strategies for future efforts.

State Level Impact

Systems Level Changes in Colorado

- A "working paper" was developed to identify existing sources of information on evaluation and assessment in Colorado.

- **New Scripts** participants and colleagues (known collectively as Colorado Team for Excellence in Assessment Practices or CTEAP) compiled a list of resources that can support preservice and inservice efforts toward best practices in assessment. The list was distributed to Child Find Team personnel throughout the state.

- **New Scripts** team members were instrumental in encouraging the Colorado Department of Education to write funding for family co-instructors into the current budget.

- 575 key players, representing statewide family, faculty, provider and agency perspectives, benefited from a statewide conference on quality practices in Vail on October 18-19, 2001. Top national speakers presented, comfortable instructional space was arranged and state-of-the-art displays and resources were provided. CTEAP faculty, family members and agencies representatives provided planning and support for the institute. A mini-grant from **New Scripts** supported the participation of family members and students in the institute. The conference was highly rated by participants, and repeated in 2002 to build additional capability in evaluation/assessment in natural environments.

Lessons Learned

- A challenge for the New Scripts effort in Colorado was finding a home among other statewide early intervention initiatives. Merging with an existing group of leaders to form CTEAP was the solution to that challenge. This struggle illustrated the importance of building on and collaborating with existing efforts, rather than creating parallel or competing initiatives.

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Systems Level Changes in Delaware

- Through ongoing contacts with Institute session leaders from the Case Method of Instruction (CMI) Outreach Project, arrangements were made for a three-day training. CMI training was organized using a train-the-trainers approach. A mailing list was assembled and a request for team applications was issued. A total of 24 individuals were able to participate. The training was held June 6-8, 2001.

- Delaware **New Scripts** expressed a strong priority for family members to be among those selected for the CMI training. Team members agreed to work to assure that family members with ongoing teaching/training roles receive copies of the application.

- **New Scripts** team members identified a sequence of steps to increase family involvement in teaching/training. The first step was a one-day training (fall 2001) for family members on ways to participate in teaching/training (e.g., tell your story, parent panel, co-instruction). A survey was developed to engage interested parents throughout the state. It was also sent to parents who applied to be part of the Delaware **New Scripts** team. (NOTE: The number of parents who applied exceeded the number who could be accommodated.) In the second phase of training, faculty members and family members were invited to collectively explore options and supports for family involvement. **New Scripts** team members who are teaching/training with family members were instructors for the second training.

- A parent member of the **New Scripts** team was selected to serve on the state Interagency Coordinating Council (ICC), which has allowed **New Scripts** resources and priorities to be shared with that statewide advisory body.

Lessons Learned

- Changes in liaisons can significantly impede progress. The secondary liaison moved from a faculty position to an administrative position, which further reduced his availability for ongoing support to the project. The primary liaison moved from a position in the Part C agency (where personnel development was part of her job) to a position in the private sector (where personnel development was not part of her job). While a new contact person was ultimately selected, the loss of leadership clearly impacted forward progress.

- Parent leadership is a powerful thing. The Delaware parents were strong, capable and well-informed. Their voices drove the agenda for family involvement as a top priority and fueled all subsequent decisions.

Systems Level Changes in Kentucky

- One outcome of the Governor's Early Childhood Initiative has been the formation of local councils in Child Care Resource and Referral (CCR&R) areas throughout the state. Each council is charged with inviting local constituents, including parents, to be part of the local councils. In one area, family members are working with a **New Scripts** team member on the development of a manual to support family members as teaching and training partners.

- **New Scripts** team members who direct the Kentucky State University-Head Start grants increased their support for the participation of Head Start parents in achieving college degrees by supporting costs for transportation, tuition and books.

- Two **New Scripts** team members organized a 90-minute presentation on family involvement in teaching and training for the state early intervention conference.

- Kentucky's liaison to the **New Scripts** project led a team to the June Multicultural Early Childhood Team Training (MECTT) institute in Fairfax, Virginia. Resources from that experience supported **New Scripts** team members in collaborating more effectively with culturally and linguistically diverse family and community partners.

- A **New Scripts** team member chaired the Articulation Workgroup of the Governor's Early Childhood Initiative. Other members of the **New Scripts** team also served on this Workgroup. The Workgroup developed a competency-based plan for universal (statewide) articulation from one program to another (e.g., CDA to AA to BA). The proposal was presented to the Professional Development Council, which approved the plan and recommended implementation. Direct contact was made with academic officers (deans, provosts) to engage their support for full implementation.

- Kentucky used the mini-grant from **New Scripts** to extend the priority for family involvement statewide. They created a Request for Applications (RFA) and awarded nine mini-grants to institutions of higher education throughout the state, supporting diverse, local efforts to engage and support parents as instructional partners.

Lessons Learned

- State agency re-organization can impact external initiatives like **New Scripts**. While the liaison (housed within the Kentucky Department of Education) was not directly impacted by the change in Part C lead agency, other key team members, and their ability to participate in an ongoing basis, were.

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Systems Level Changes in Missouri

- **New Scripts** team members brought Barbara Wolfe, an authority on adult learning they had discovered at the New Scripts institute, to provide a one-day workshop on teaching strategies for adult learners in Jefferson City, MO, at the Missouri Association for the Education of Young Children (MO-AEYC) Conference on September 21, 2001. The workshop was widely advertised to "regular" audiences (early childhood, child development) and "special" audiences and among diverse community partners.

- A faculty team member worked with other **New Scripts** team members to develop a new course on inclusion practices in early intervention at the University of Missouri-St. Louis.

- **New Scripts** team members were part of the planning group for the 2001 and 2002 Midwest Faculty Institutes. These two-day events in Kansas City, MO, offered a variety of sessions on teaching strategies, diversity, co-instruction and family involvement.

- A **New Scripts** team member lobbied a state continuous improvement committee to increase awareness of the importance of parent collaboration. As a result, the committee recommended to the State Steering Committee that family involvement be supported as a priority for preservice curricula.

- A **New Scripts** team member engaged a total of nine parents as instructional partners in her teaching at Penn Valley Community College.

- Core competencies for early care and education professionals were widely distributed.

- Articulation agreements between Penn Valley Community College and several four-year institutions (Park College, Northwest Missouri State University, University of Missouri at Kansas City/UMKC, St. Mary's College) were cemented. Progress was made in securing agreements between St. Louis Community College – Florissant Valley and the University of Missouri – St .Louis.

Lessons Learned

- Systemic issues in the state can complicate new initiatives. At the same time that **New Scripts** was working to create new approaches to preservice preparation, Missouri was undergoing a massive reorganization (Part C redesign). The shifting landscape made progress in some areas impossible.

- Missouri is an example of a state where more significant changes may have occurred at the individual level than the state level. As an example, a faculty member who had never collaborated in her teaching with family members now does so regularly. She has also gone on to be a key state inservice provider, training as part of a faculty-family-provider team.

Systems Level Changes in New Mexico

- A retreat was held September 13-15, 2002 in Ruidoso by early childhood education (ECE) and early childhood special education (ECSE) faculty, parents, agency representatives and other key stakeholders to review/revise the associate of arts (AA) level competencies. **New Scripts** team members advocated for and secured the participation of early childhood assistants, as key stakeholders. New Scripts mini-grant funds enabled these new stakeholders to travel to and participate in the meeting.

- Recommended competencies for educational assistants (EAs) were compiled from other state and national sources to compare with those at the pre-BA level of the early childhood career lattice.

- The Early Childhood Professional Development Consortium, led by the Office of Child Development, gathered stakeholder feedback on the effectiveness of the state early childhood career lattice for early childhood assistants providing services to children (0-8) with special needs, and those serving in public schools.

Lessons Learned

- A participatory process for determining the state priorities for change is an important component of the **New Scripts** model. In New Mexico, a single priority was selected by the liaison in advance of the SRPT meeting and, essentially, imposed on the process. This led to lack of shared vision, lukewarm buy-in from stakeholders and team members and discontent about what team members were working toward and why. This was further exacerbated when the liaison left and others needed to try to pick up her priority and carry it forward. This insight about the difference between imposed priority and a selected priority has already proved useful in avoiding similar missteps on another systems change project.

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Systems Level Changes in Ohio

- The first action step, holding a summer symposium focused on articulation, was completed on July 22-23, 2001. Highlights of the institute included:

    •Information on the status of articulation in Ohio;

    •Articulation examples and models from other states;

    •Brainstorming about the challenges to articulation in Ohio;

    •Regional reports about successful articulation practices;

    •Small group planning about future directions that relate to articulation (e.g, values, capacity, personnel development system); and

    •Individual/regional planning for next steps.

    Ongoing evidence of the impact of this conference can be seen regionally, notably in the Kent / Akron area where a consortium of campus and community organizations are working effectively to support articulation options.

- Companion efforts were made to entice associate program faculty to convene. By bringing them together to discuss their role in addressing PreK standards, Department of Education personnel were also able to emphasize priorities for articulation, family involvement and campus-community collaboration.

Lessons Learned

- Dramatic shifts in the early intervention system put plans to work on a new credential on a back burner. Three programs (Welcome Home, Ohio Early Start, Early Intervention) were combined in a consolidated initiative called **Help Me Grow**, designed to provide comprehensive birth to three services for children with and without disabilities. When this new integrated initiative has settled in, at both the state and local level, work can resume toward a new credential for personnel serving infants and toddlers (0-3) with disabilities.

- The team approach to providing the link between each state and the **New Scripts** project has rarely worked well. When the responsibility for keeping the ball rolling is shared by several people, it is very difficult to assign responsibility and promote follow-through.

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Systems Level Changes in South Carolina

- Progress was evident in the areas of the state from which team members were drawn. The Charleston cluster created a new option for interdisciplinary teaming that has been implemented at Trident Technical College, with an occupational therapy faculty member teaching a course in the Community, Family and Child Services department. The Rock Hill cluster met monthly to follow-up on their plans. They expanded their membership to include additional campus and community partners, wrote grants and planned a workshop for family members that supported their preparation to be teaching/training resources.

- The Center for Developmental Disabilities created a web site to provide information about quality practicum sites. Faculty members, community partners and family members were encouraged to submit information about model sites.

- Agency representatives, and particularly the 619 agency, increased their emphasis on family involvement. Evidence could be seen in Requests for Proposals (RFPs) that were issued and in sessions at conferences.

- Faculty at several institutions (Converse College, Presbyterian College, Trident Technical Community College, Winthrop University) team taught with family members.

Lessons Learned

- Leadership can make or break new initiatives. The impact of new Part C leadership and the loss of the liaison definitely slowed South Carolina's progress.

Systems Level Changes in West Virginia

- The first of a series of meetings on articulation was held in November 2001, attended by representatives of four-year colleges/universities and community colleges. The meeting provided an opportunity to review existing articulation arrangements, and to discuss the barriers, facilitators and inconsistencies that make articulation challenging for students and faculty.

- Family packets have been prepared and distributed to provide families throughout the state with information on state initiatives.

- One faculty member revamped how she taught and with whom by engaging a parent co-instructor for two of her courses. The positive outcomes have been shared with other early childhood and early intervention faculty members in the state.

Lessons Learned

- The combination of Part C/619 system redesign and new early childhood legislation can make progress both slow and challenging.

Systems Level Changes in Texas

- A pre-conference institute focused on family-faculty-community collaboration, was designed and supported by ECI. Offered in conjunction with the annual ECI conference, the institute featured national presenters and offered concurrent sessions. The institute brought together a statewide audience to discover the methods, models and materials that "travel squad" members learned about at the **New Scripts** institute.

- The seven regional clusters that participated on the travel team reported a variety of changes including:
  - Increased participation of family members in coursework and practical experiences;
  - Increased interdisciplinary collaboration among faculty members, which included partnerships among regular (early childhood, child development) and special partners. One institution reported a Memorandum of Understanding (MOU) that institutionalized the commitment to transdisciplinary preparation.
  - Increased emphasis on preparing students to use routines-based approaches
  - Increased campus-community collaboration for planning and practica, including partnerships with Part C (ECI) programs, Head Start and child care.

  - One region of the state replicated the **New Scripts** institute for faculty, family, community and administrative partners throughout the region. The theme for the one-day institute was enhancing family involvement in teaching and training. Presenters were individuals who had presented at the **New Scripts** institute.

- **New Scripts** team members applied for and secured a U.S. Department of Education grant (Improved Training for Physical Therapists in Early Intervention Settings)

- A **New Scripts** newsletter, supported by the Part C agency, shared highlights, resources and strategies statewide.

Lessons Learned

- A network of implementation partners can speed up the change process. In Texas, regional clusters (early childhood and early intervention faculty, community, family and agency partners) of 8 – 25 members applied to participate in the **New Scripts** project. Two or more individuals from each cluster were selected for the Texas travel team. When those travelers returned from the institute, they had an eager team of partners waiting for handouts, updates and next steps. These ready dissemination networks have contributed to the breadth, depth and variety of changes that are evident in Texas.

- Texas is one of few states with an early intervention (Part C) staff member designated to address preservice personnel preparation issues. The energy and vision of that staff member (Betsy Sadler), coupled with strong state support, certainly contributed to the success of Texas participants and their efforts.

Products

<u>**Electronic Products**</u>

Two listservs facilitated networking with **New Scripts** participants. One is a generic listserv through which methods, materials and opportunities are shared with all project participants; the other specifically targets communication with family members. The listservs have been effective tools for sharing information about resources and positions.

In March, 1999, **New Scripts** and related systems change projects launched a web site. Housed at the FPG Child Development Institute, the site (**www.fpg.unc.edu/~scpp**) provides information about **New Scripts** methods and findings, downloadable samples of all **New Scripts** measures and free copies of all **New Scripts** products, including the *Resource Guide*.

A new product has made **New Scripts** resources more accessible. A fully searchable database has been created to help teachers, trainers, supervisors and parents find resources more easily. By visiting **www.fpg.unc.edu/~scpp/resourceguide/** individuals are able to search for resources by title, author, topic or publisher. A description is provided for each resource, complete with an electronic link for ordering information.

In 1997, the project directors edited a 21-chapter book entitled *Reforming Personnel Preparation in Early Intervention: Issues, Models and Practical Strategies*. To make this resource more widely available (to project participants and others), Catlett and Winton converted the book to PDF files that are available to download. Individual chapters or the entire document are available at **www.fpg.unc.edu/~scpp/pages/reforming_book.cfm**.

<u>**Print Products**</u>

Catlett, C., Winton, P.J. & Mitchell, A. (2002). *Resource guide: Selected early childhood/early intervention training materials*. Chapel Hill, NC: FPG Child Development Institute, University of North Carolina. Available to download at http://www.fpg.unc.edu/~scpp/pdfs/rguide.pdf or as a fully searchable database at http://www.fpg.unc.edu/~scpp/~resourceguide/.

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Catlett, C., & Winton, P.J. (Eds.) (2000). (9th ed.). *Resource guide: Selected early childhood/early intervention training materials*. Chapel Hill, NC: FPG Child Development Institute, University of North Carolina.

Catlett, C. & Winton. P. (1999). *Resource guide: Selected early childhood/Early intervention training materials*. (8th ed.). Chapel Hill, NC: FPG Child Development Institute, University of North Carolina.

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Winton, P., & Catlett. C. (1999). *Diversity in early childhood intervention leadership: Current facts and challenges*. Unpublished fact sheet. Chapel Hill: Frank Porter Graham Child Development Center, University of North Carolina.

Catlett, C., & Winton, P. (1999). *Community colleges and early childhood intervention: Current facts and challenges*. Unpublished fact sheet. Chapel Hill: FPG Child Development Institute, University of North Carolina.

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Dissemination Activities

Publications

Written works have been a way to share **New Scripts** methods, models and materials with diverse audiences of faculty, family members, policy makers and practitioners. For example, as a result of the work accomplished through **New Scripts** and other systems change efforts, the principal investigators were invited to write a recurring column in the journal *Young Exceptional Children*. The "Resources within Reason" column (see below) features high-quality, low-cost resources for broad early childhood and early intervention audiences.

1998

Catlett, C., & Winton, P. (1998) Resources within reason: Materials for supporting fine and gross motor development. *Young Exceptional Children, 1*(4), 28.

Catlett, C., & Winton, P. (1998) Resources within reason: Materials for supporting the communication development of young children. *Young Exceptional Children, 1*(3), 26.

Catlett, C., & Winton, P. (1998) Resources within reason: Materials for helping children and families make smoother transitions. *Young Exceptional Children, 1*(2), 28.

Catlett, C., Winton, P., Pierce, P., Ekblad, A., Horne, D., Hughes, M., Dinnebeil, L., & Rush, D. (1998). Shared priorities: Lessons from successful partnerships that are supporting preservice change through existing CSPD structures (pp. 79-81). *In IDEA '97: Strengthening personnel development in your state*. Alexandria, VA: National Association of State Directors of Special Education.

Catlett, C., Winton, P., Bisantz, J., Hoge, D., & Cripe, J. (1998). Resources within reason: Communication development. *Young Exceptional Children, 1*(3), 27.

Winton, P. (1998). Socially valid but difficult to implement: Creative solutions needed. *Journal of Early Intervention, 21*(2), 114-116.

Catlett, C., Winton, P., Fowler, S., Hains, A., Livesay, N., Rosenkoetter, S., & Rous, B. (1998). Resources within reason: Transitions. *Young Exceptional Children, 1*(2), 28-29.

Catlett, C., Winton, P. Case-Smith, J., Masin, H., Perrin, K.R., Sher, B., & Solomon, J. (1998). Resources with reason: Fine and gross motor development. *Young Exceptional Children, 1*(4), 28.

1999

Catlett, C. & Winton, P. (1999). *Community colleges and early childhood intervention: Current facts and challenges*. Chapel Hill, NC: FPG Child Development Institute, University of North Carolina.

Catlett, C., & Winton, P. (1999). Resources within reason: Materials that promote effective community-based teamwork & collaboration. *Young Exceptional Children, 2*(4), 27.

Catlett, C.,& Winton, P. (1999). Resources within reason: Materials that support teams in providing effective services. *Young Exceptional Children, 2*(3), 27.

Catlett, C., Winton, P., Barrera, I., McCollum, J. & Yates, T. (1999). Resources within reason: Infant-caregiver connections. *Young Exceptional Children, 2*(2), 28.

Catlett, C., Winton, P. (1999). Resources within reason: Materials that translate brain research into activities for daily use. *Young Exceptional Children, 2*(1), 28.

Hains, A., Lynch, E., & Winton, P. (1999). *Moving towards cross-cultural competence in lifelong personnel development: A review of the literature.* Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS), University of Illinois: Champaign-Urbana, IL.

Joseph, G.E., & Catlett, C. (1999). Resources for children with challenging behavior. In S. Sandall & M. Ostrosky (Eds.), *Practical ideas for addressing challenging behaviors.* Monograph Series. Longmont, CO: Sopris West.

Winton, P.J., Sloop, S. & Rodriguez, P. (1999). Parent education: A term whose time is past. *Topics in Early Childhood Special Education, 19*(3), 157-161.

Winton, P. & Catlett, C. (1999). *Diversity in early childhood intervention leadership: Current facts and challenges.* Chapel Hill, NC: FPG Child Development Institute, University of North Carolina.

Winton, P. & Catlett, C. (1999). *What we have learned about preparing personnel to serve children & families in early childhood intervention.* Chapel Hill, NC: FPG Child Institute, University of North Carolina.

2000

Catlett, C. (2000). Resources within reason: Natural environments and inclusion (pp. 79-84). In S. Sandall & M. Ostrosky (Eds.), *Natural environments and inclusion. Monograph Series No. 2.* Longmont, CO: Sopris West.

Catlett, C., & Winton, P.J. (2000). Resources within reason: Resources supporting emerging literacy skills. *Young Exceptional Children, 4*(1), 28.

Catlett, C., Winton, P,. & Santos, A. (2000). Resources within reason: Materials for serving culturally diversity children and families. *Young Exceptional Children, 3*(4), 27.

Catlett, C., Winton, P., & Santos, A. (2000). Resources within reason: Materials that support culturally and linguistically diverse families. *Young Exceptional Children, 3*(3), 28.

Catlett, C., & Winton, P. (2000). Resources within reason: Materials that support families as leaders in collaborative efforts. *Young Exceptional Children, 3*(2), 28.

Winton, P.J. (2000). Early childhood intervention personnel preparation: Backward mapping for future planning. *Topics in Early Childhood Special Education, 20*(2).

Winton, P.J. & Winton, R.E. (2000). Family systems. In J. Solomon (Ed.). *Pediatric Skills for Occupational Therapy Assistants* (pp. 11-22). St. Louis, MO: Mosby.

2001

Catlett, C. (2001). Resources within reason: Teaching strategies (pp. 79-84). In S. Sandall & M. Ostrosky (Eds.), *Teaching strategies: What to do to support young children's development.. Monograph Series No.3.* Longmont, CO: Sopris West.

Catlett, C., Winton, P.J., Parrish, R.N., & White, C. (eds.) (2001). *Walking the walk: A guide to diversity resources for trainers.* Chapel Hill, NC: FPG Child Development Institute, University of North Carolina.

Catlett, C., & Winton, P.J. (eds.) (2001). (10th ed.). *Resource guide: Selected early childhood/early intervention training materials.* Chapel Hill, NC: FPG Child Development Institute, University of North Carolina.

Catlett, C., & Winton, P.J. (2001, Fall). Resources within reason: Resources for the development of personnel and policies for supporting inclusion. *Young Exceptional Children, 5*(1), 28.

Catlett, C., & Winton, P.J. (2001, Summer). Resources within reason: Resources that can be used to support inclusive programs and practices within communities. *Young Exceptional Children, 4*(4), 27.

Catlett, C., & Winton, P.J. (2001, Spring). Resources within reason: Resources that increase awareness about inclusion in diverse environments. *Young Exceptional Children, 4*(3), 27.

Catlett, C., & Winton, P.J. (2001, Winter). Resources within reason: Resources that support effective service coordination. *Young Exceptional Children, 4*(2), 29.

Early, D. & Winton, P. (2001). Preparing the Workforce: Early Childhood Teacher Preparation at 2- and 4-Year Institutes of Higher Education. *Early Childhood Research Quarterly*, 16(3), 285-306.

Erwin, E., Soodak, L., Winton, P. & Turnbull, A. (2001). "I wish it wouldn't all depend upon me": Research on families and early childhood inclusion. In M. Guralnick (Ed.), *Early childhood inclusion: Focus on change.* (pp. 127-158). Baltimore: Paul H. Brookes.

2002

McNally, A., Catlett, C. & Winton, P.J. (2002, Fall). Resources within reason: Resources for providing effective services to very young children who are deaf or hard-of-hearing (deaf/hh). *Young Exceptional Children, 6*(1), 28.

Catlett, C. & Wittmer, D. (2002, October). Educators need resources, training to serve all learners. *Early Childhood Report, 13*(10), 4.

Catlett, C. & Wittmer, D. (2002, September). Early childhood teachers need support to include children with disabilities. *Early Childhood Report, 13*(9), 10.

Catlett, C., Winton, P.J. & Mitchell, A. (eds.) (2002). (11th ed.). *Resource guide: Selected early childhood/early intervention training materials.* Chapel Hill, NC: FPG Child Development Institute, University of North Carolina.

Hatton, D., Catlett, C., Winton, P.J., & Mitchell, A. (2002, Summer). Resources within reason: Resources for working with infants, toddlers and young children who are blind or visually impaired. *Young Exceptional Children, 5*(4), 28.

Catlett, C., Winton, P.J., Parrish, R., et al. (2002, Winter). Resources within reason: Insights and lessons from families of children with disabilities. *Young Exceptional Children, 5*(2), 28.

Munson, L.J., Catlett, C., Winton, P.J. & Mitchell, A. (2002, Spring). Resources within reason: Resources supporting children, families and each other when there is cause to grieve. *Young Exceptional Children, 5*(3), 28.

Catlett, C. (2002). Collaborative efforts to increase the diversity of early childhood leaders and personnel: Research, strategies and resources. In *Proceedings of the 2002 Joint OSEP Personnel Preparation/SIG/CSPD Conference.* Washington, DC.

Soodak, L., Erwin, E., Winton, P., Brotherson, M.J., Turnbull, A., Hanson, M., & Brault, L. (2002). Implementing inclusive early childhood education: A call for professional empowerment. *Topics in Early Childhood Special Education*, 22:2, 91-102.

Erwin, E., Soodak., L., Turnbull, A., Winton, P., Hanson, M. & Brault, L. (in press). Accountability in inclusive early childhood education. *Topics in Early Childhood Special Education.*

Hatton, D., McWilliam, R., & Winton, P. (in press). Infants and Toddlers with Visual Impairments: Suggestions for Early Interventionists. *ERIC Digest.*

Presentations

One measure of the scope of work accomplished in the four years of this project is the over 220 presentations made by the Principal Investigators. It is also noteworthy that many of the presentations were made in conjunction with state events coordinated by **New Scripts** team members and participants.

1998

Catlett, C., & Edwards, C. (1998, February). Increasing family-practitioner collaboration in teaching, training, and practice. Early Years: Children, Families, and Communities, Grand Island, NE.

Catlett, C. (1998, February). New resources for early intervention personnel development. Virginia Institutions for Higher Education for the Early Education of Children with Disabilities, Richmond, VA.

Catlett, C. (1998, February). Infusing diversity in teaching, training and practice. Early Years: Children, Families, and Communities, Grand Island, NE.

Winton, P., Garland, C., Tuchman, L. & Hecht, L. (1998, February). Sustaining Change: Strategies for making the most of a Short Term Project. Annual EEPCD Meeting, Washington, DC.

Catlett, C., McNally, A., & Moone, R. (1998, April). New ideas for addressing cultural diversity. 1998 Collaborative Conference, Winston-Salem, NC.

Catlett, C., McNally, A., & Moone, R. (1998, April). New ideas for addressing inclusion. 1998 Collaborative Conference, Winston-Salem, NC.

Catlett, C. (1998, April). Planning retreat for Impact 2000: Preparing Personnel for Leadership in Disability Services, Flatwoods, WV.

Winton, P., Hains, A., Santos, A., & Thegen, K. (1998, April). Linking research to practice: Constituent involvement in early intervention research. Presentation at the Conference on Research Innovations in Early Intervention. Charleston, SC.

Winton, P. (1998, April). What is the National Center for Early Development and Learning and how might it help the community college system? Presentation at the Annual Meeting of the Community College Early Educators. Asheville, NC.

Winton, P. & Snyder, P. (1998, May). New ideas for teaching about early intervention laws and policies. Presentation at the New Scripts faculty institute. Highland Lake, NC.

Catlett, C., & Hoge, D.R. (1998, June). Spice up your teaching. Illinois 1998 Faculty Development Seminar, Peoria, IL.

Winton, P., Ortiz, A., Hains, A., Stayton, V., Moore, S., & Crais, B. (1998, June). Keeping the ball rolling: Strategies for institutionalizing change. Session at the New Scripts faculty institute. Highland Lake, NC.

Winton, P. & Ferguson, A. (1998, June). Making sure two heads are better than one: Maximizing team time. Session at the New Scripts institute. Highland Lake, NC.

Winton, P., Catlett, C,. Rothenberg, D., & Shepherd, K. Making professional development come alive: Resources and strategies for training the early childhood workforce. Presentation at the 7th Annual Conference of NAEYC's National Institute for Early Childhood Professional Development. Miami, FL.

Catlett, C., & Robinson, J. (1998, July). Methods and materials for infusing diversity in preservice preparation. Faculty institute in Early Intervention, Columbia, SC.

Catlett, C., & Musick, K. (1998, July). Spice up your teaching. Faculty institute in Early Intervention, Columbia, SC.

Catlett, C., & Mandeville, J. (1998, July). More than two can tango: Methods and materials to prepare students for interdisciplinary teamwork. Faculty institute in Early Intervention, Columbia, SC.

Catlett, C. (1998, July). Keeping the ball rolling: Strategies for supporting faculty in making preservice improvements. . Faculty institute in Early Intervention, Columbia, SC.

Catlett, C., Cripe, J.W., & Pierce, P. (1998, August). Reforming personnel development: Methods, motives and materials that can support continuous improvement. NECTAS Conference on State Technical Assistance Systems, Chapel Hill, NC.

Catlett, C., & Paladino, M.J. (1998, August). Strategies for supporting family-professional collaboration as part of personnel development. NECTAS Conference on State Technical Assistance Systems, Chapel Hill, NC.

Catlett, C., & Rush, D. (1998, August). Strategies for promoting effective teamwork. NECTAS Conference on State Technical Assistance Systems, Chapel Hill, NC.

Catlett, C., & Steele, S. (1998, August). Designing learning sequences that support inclusion. NECTAS Conference on State Technical Assistance Systems, Chapel Hill, NC.

Catlett, C., Cripe, J.W., & Bruder, M.B. (1998, August). Issues and ideas: Addressing natural environments in personnel development. NECTAS Conference on State Technical Assistance Systems, Chapel Hill, NC.

Catlett, C., & Balsdon, D. (1998, August). Strategies for infusing diversity in personnel development. NECTAS Conference on State Technical Assistance Systems, Chapel Hill, NC.

Catlett, C. (1998, August). How can we develop the capacity of personnel to provide inclusive child care? Maps to Inclusive Child Care Institute, Bethesda, MD.

Winton, P. (1998, September). Family Strengths: Building Our Skills Together. Two-day state-wide training sponsored collaboratively by the Nebraska Departments of Education, Health & Human Services and the Early Childhood Training Center. Kearney, NE.

Catlett, C., Haggard, D., Baker-McCue, T., Barrera, I., Mactavish, M., & Askew, L. (1998, September). Serving children and families in the 21st century: Methods and materials for teaching, training & learning. Preconference workshop, Magic Years XI Conference, Albuquerque, NM.

Catlett, C. (1998, September). Methods and materials for improving evaluation and assessment practices. Magic Years XI Conference, Albuquerque, NM.

Catlett, C. (1998, September). Methods and materials that support inclusion. Magic Years XI Conference, Albuquerque, NM.

Catlett, C. (1998, September). Ideas for the new millennium and lessons learned. 3rd Annual North Dakota Early Intervention Institute, Mandan, ND.

Catlett, C. (1998, September). Family-professional partnerships: Resources for teaching, training and learning. 3rd Annual North Dakota Early Intervention Institute, Mandan, ND.

Winton, P. (1998, September). Research to practice: Promoting positive changes in early childhood policies, practices, and personnel development. Presentation at the Regional Meeting for State 619 Coordinators sponsored by NEC*TAS. New Orleans, LA.

Catlett, C., Anderson, N., Hoge, D.R., Moore, S., Sancibrian, S., Cripe, J.J.W., & Dees, C. (1998, November). Preparing 21st century personnel: strategies for promoting partnerships with diverse families. Annual Convention, American Speech-Language-Hearing Association, San Antonio, TX.

Winton, P. (with P. Snyder, J. Aytuk, & M. Adrian). (1998, December). Participatory evaluation strategies: Issues, methods and examples. Research Roundtable at the 1998 Division for Early Childhood Conference. Chicago, IL.

Winton, P. & Wolfe, B. (1998, December). Personnel development: Research issues and strategies. Research Roundtable at the 1998 DEC Conference. Chicago, IL.

Wolfe, B., Cripe, J.W., & Catlett, C. (1998, December). Alternatives to "y'all come": New approaches to making learning happen. International DEC conference, Chicago, IL.

1999

Winton, P. (1999, January). What research tells us about inclusion for young children with disabilities. Community Forum on Inclusion. Presentation sponsored by Durham Partnership for Children, Durham, NC.

Winton, P. (1999, January). Family support and parent involvement in early intervention: Perspectives on practice. Presentation at the University of South Florida Symposium, Tampa, FL.

Catlett, C. (1999, March). National trends and innovative practices in higher education. Virginia Institutions of Higher Education for the Early Education of Children with Disabilities Annual Forum, Richmond, VA.

Catlett, C. (1999, March). Spice up your teaching. Virginia Institutions of Higher Education for the Early Education of Children with Disabilities Annual Forum, Richmond, VA.

Catlett, C. (1999, March). Supporting effective family-professional collaboration. Sharpening the Focus: Strengthening Partnerships for the New Millennium, Baltimore, MD.

Catlett, C. (1999, March). Strategies for using brain research and child development information in daily practice.. Sharpening the Focus: Strengthening Partnerships for the New Millennium, Baltimore, MD.

Clary, J.T., Raschke, D., & Catlett, C. (1999, January). What's in it for me? Strategies for supporting mutually beneficial collaboration between state agencies and higher education. NECTAS Project Director's Meeting, Washington, DC.

Catlett, C., Feudo, V., Hawkins, C., & Winton, P. (1999, April). 21st century partnerships: Methods and materials to support family-professional collaboration. Council for Exceptional Children Annual Convention, Charlotte, NC.

Hoge, D.R., & Catlett, C. (1999, April). Spice it up: New instructional methods for teacher education. Council for Exceptional Children Annual Convention, Charlotte, NC.

Catlett, C. (1999, May). Facilitation: What works? What doesn't? What else? Meeting of the Central Early Intervention Training and Technical Assistance System (EITTAS) team, Chapel Hill, NC.

Catlett, C. (1999, May). Shift happens: Strategies for enhancing service delivery. Early Childhood Intervention (ECI) Annual Statewide Conference, Austin, TX.

Catlett, C., Cripe, J.W., & Wolfe, B. (1999, May). Alternatives to "y'all come": New approaches to making learning happen. Early Childhood Intervention (ECI) Annual Statewide Conference, Austin, TX.

Britt, I., & Catlett, C. (1999, June). Infusing brain research into positive interactions with children. NAEYC National Institute for Early Childhood Professional Development. Cincinnati, OH.

Catlett, C., & Hoge, D.R. New approaches to supporting learning. (1999, June). Statewide Early Intervention Conference, Hershey, PA.

Catlett, C. (1999, June). Methods and materials that support developing brains. Statewide Early Intervention Conference, Hershey, PA.

Catlett, C., & Dinnebeil, L. (1999, July). It's not a cakewalk: Strategies for supporting young children with diverse abilities in natural environments. Higher Education Summer Symposium, Columbus, OH.

Catlett, C., (1999, July). Weaving new dance steps into existing routines: Strategies for infusing brain research and child development information. Higher Education Summer Symposium, Columbus, OH.

Shuman, S., & Catlett, C. (1999, August). Stump the experts on how to infuse disability issues and adapt existing curricula. Impact 2000 Institute, Wheeling, WV.

Winton, P. (1999, August). Innovations and Change in Early Childhood Personnel Preparation: Keynote Address. Nebraska Symposium on Personnel Preparation in Early Childhood Education and Early Intervention at Boys Town Conference Center. Omaha, NE.

Barbour, N., Catlett, C., & Kontos, S. (1999, September). Models for improving the preparation of personnel to work with young children with disabilities and their families. European Early Childhood Educational Research Association (EECERA), Helsinki, Finland.

Catlett, C. (1999, October). Shift happens: Exploring contexts for change in early intervention. Keynote presentation, Maryland Division of Special Education and Early Intervention Services Leadership Conference, Rocky Gap, MD.

Catlett, C., & Balsdon, D. (1999, October). Methods and materials for teaching about culture and diversity. North Dakota New Scripts Faculty Institute, Medora, ND.

Catlett, C. (1999, October). Spice it up: Methods & materials that support active learning. North Dakota NEW SCRIPTS Faculty Institute, Medora, ND.

Klimpel, E., & Catlett, C. (1999, October). Methods & materials for teaching about and modeling family-professional collaboration. North Dakota NEW SCRIPTS Faculty Institute, Medora, ND.

Winton, P. (1999, October). The role of public schools in early education. SERVE Forum on School Improvement, Atlanta, GA.

Winton, P. (1999, October). Professional teamwork and leadership in early intervention. International Research Symposium on Excellence in Early Childhood Intervention, Malardelens Hogskola, Vasteras, Sweden.

Winton, P. (1999, October). Seminars on interdisciplinary and family-professional collaboration (2). International Research Symposium on Excellence in Early Childhood Intervention, Malardelens Hogskola, Vasteras, Sweden.

Catlett, C., Barbour, N., Cassidy, D, & Winton, P. (1999, November). Enhancing the role of associate degree programs in training the early childhood workforce. Presentation at the NAEYC annual conference. New Orleans. LA.

Thegen, K., & Winton, P. (1999, November). Making gains: A national conference to improve compensation and education of the early childhood workforce. Presentation at the NAEYC annual conference. New Orleans. LA.

Catlett, C. (1999, November). Including ALL children in early care & education environments: Resources for faculty, families, & service providers. Early Years: Critical Years for Idaho's Children, Boise, ID.

Catlett, C. (1999, November). Differences in common: Exploring strategies for family-professional collaboration. Early Years: Critical Years for Idaho's Children, Boise, ID.

Catlett, C. (1999, November). Designing interactions that support developing brains. Early Years: Critical Years for Idaho's Children, Boise, ID.

Catlett, C., & Hoge, D.R. (1999, November). Shift happens: Strategies for infusing new content & capabilities in teaching & training. Sharing a Vision Conference, Springfield, IL.

Early, D., Winton, P., & Hill, A. (1999, November). Emerging findings from the national survey of early childhood teacher preparation programs: A research to practice partnership continues. Presentation at the NAEYC annual conference. New Orleans, LA.

Winton, P., Rothenberg, D., & Karp, N. (1999, November). Research that reaches the membership: Building partnerships between researchers and NAEYC affiliates. Presentation at the NAEYC national conference. New Orleans, LA.

Catlett, C., Barbour, N., & Cassidy, D. (1999, December). Building quality services for young children through collaboration with associate level programs. Division for Early Childhood International Early Childhood Conference on Children with Special Needs, Washington, D.C.

Rosenkoetter, S., Boone, H., Catlett, C., & Dinnebeil, L. (1999, December). Preparing leaders for early childhood intervention for the 21st century. DEC Annual Conference, Washington, D.C.

Winton, P. & Brekken, L. (1999, December). Leveling the playing field: Giving families a voice in program improvements. DEC Annual Conference. Washington, DC.

Winton, P. & Whitehead, A. (1999, December). Family practica: Research and implementation questions for the new millennium. DEC Annual Conference. Washington, DC.

2000

Winton, P. & Barrick, M. (2000, January). Family involvement in Smart Start decisionmaking. Presentation at Smart Start Collaboration Conference. Research Triangle Park, NC.

Catlett, C., & Roszmann-Millican, M. (2000, February). You hold the nail, I'll hold the hammer: Resources for building trust, collaboration, and teamwork. Partnerships for change: Reframing the picture, Jamestown, KY.

Catlett, C., & Rous, B. (2000, February). Refocusing the picture: New instructional methods to enliven learning. Partnerships for change: Reframing the picture, Jamestown, KY.

Catlett, C., & Moore, B. (2000, February). New frames for familiar pictures: Methods and materials for teaching about and modelling family-professional collaboration. Partnerships for change: Reframing the picture, Jamestown, KY.

Catlett, C., & Kirk, Tennant. (2000, February). (2000, February). We're different, we're the same: Reframing how we think about culture & diversity. Partnerships for change: Reframing the picture, Jamestown, KY.

Catlett, C. (2000, February). Framing the future: Team visions and next steps. Partnerships for change: Reframing the picture, Jamestown, KY.

Winton, P. (2000, February). Creating a seamless higher education system in early childhood: View from the national perspective. Presentation at Partnerships for Change: Reframing the Picture, Jamestown, KY.

Winton, P. (2000, February). Interdisciplinary collaboration: Where are we? Where do we want to go? Presentation at Partnerships for Change: Reframing the Picture, Jamestown, KY.

Winton, P. (2000, February). The big picture: Framing possibilities for 21st century developments in personnel preparation. Keynote address to Conference on Partnerships for Change: Reframing the Picture, Jamestown, KY.

Winton, P. & Hinkle, D. (2000, February). Research that reaches the membership: Partnerships between researchers and NACCRRA members. NACCRRA Annual Symposium. Washington, DC.

Winton, P., Catlett, C., Boone, H, Moore, S., Crais, E., & Thelen, J. (2000, February). Strategies for improving outcomes for children and families through preservice training. OSEP and NECTAS National Meeting, Washington, DC.

Catlett, C. (2000, March). Intersecting interests: Weaving new information and new strategies into daily interactions with young children and families. 2-day short course for the Western Maryland Early Intervention Training Consortium, Cumberland, MD.

Catlett, C. (2000, April). The big picture: Framing possibilities for 21st century developments in personnel preparation. Iowa Invitational Symposium on Higher Education, Cedar Rapids, IA.

Catlett, C. (2000, April). We're different, we're the same: Reframing how we address culture and diversity in preservice education. Iowa Invitational Symposium on Higher Education, Cedar Rapids, IA.

Catlett, C. (2000, April). You hold the nail, I'll hold the hammer: Resources for building trust, collaboration, and teamwork. Iowa Invitational Symposium on Higher Education, Cedar Rapids, IA.

Catlett, C. (2000, April). Seven principles of highly effective collaboration. Keynote address at regional Head Start conference, Disabilities and Family Services: Building Effective Partnerships for Families, Atlanta, GA.

Catlett, C. (2000, April). Early brain development: resources to support everyday practice. Oklahoma Higher Education Consortium for Early Intervention Faculty Institute, Oklahoma City, OK.

Winton, P. & Early, D. (2000, April). Early childhood teacher preparation at two- and four-year institutions of higher education. Paper presented at annual meeting of the American Educational Research Association. New Orleans, LA.

Bryde, S. & Catlett, C. (2000, May). Intersecting interests: Preparing the future workforce to support the development of all children. Two-day workshop at Northampton Community College, Bethlehem, PA.

Catlett, C., Wolfe, B., & Woods, J. (2000, May). More alternatives to y'all come: New approaches to making learning happen. Texas Early Childhood Intervention Annual Statewide Conference, Austin, TX.

Catlett, C., Jephson, M., & Sadler, B. (2000, May). Intersecting interests: Strategies for improving outcomes for families through partnerships with colleges and universities. Texas Early Childhood Intervention Annual Statewide Conference, Austin, TX.

Winton, P. (2000, May). Facilitating Parent Groups: Ideas, Strategies and Brainstorming. Presentation to the Orange County (NC) Literacy Council, Carrboro, NC.

Catlett, C. (2000, June). Infusing brain research into positive interactions with children. Statewide Early Intervention Conference, Hershey, PA.

Catlett, C. (2000, June). Shift happens: Strategies for supporting diversity in daily practice. Statewide Early Intervention Conference, Hershey, PA.

Catlett, C. (2000, June). Not another lecture: Effective alternatives for teaching and training. Statewide Early Intervention Conference, Hershey, PA.

Catlett, C., Roehrig, S., Hawkins, C., Lanier, T., & Woods, A. (2000, June). Weaving the fabric of effective instruction from family experiences. Family-Faculty Institute, Greensboro, NC.

Catlett, C., & Weber, L. (2000, June). Get in there and act like a team: Strategies for making it happen. Family-Faculty Institute, Greensboro, NC.

Catlett, C., & Rosenkoetter, S. (2000, June). Promoting effective transition planning. North Dakota Birth to Five Early Childhood Institute, Grand Forks, ND.

Catlett, C.(2000, June). Promoting effective team collaboration. North Dakota Birth to Five Early Childhood Institute, Grand Forks, ND.

Catlett, C. (2000, June). Addressing natural environments and activities. North Dakota Birth to Five Early Childhood Institute, Grand Forks, ND.

Catlett, C. (2000, June). Methods and materials for teaching about teaming. **New Scripts** institute, Flat Rock, NC.

Catlett, C., Grych, D., & Sanchez, S. (2000, June). Methods and materials for infusing diversity in teaching. **New Scripts** institute, Flat Rock, NC.

Moore, S.M., Catlett, C., Linder, T., & Roan-Yager, L. (2000, June). Current trends in evaluation and assessment. **New Scripts** institute, Flat Rock, NC.

Catlett, C., & Moore, S.M. (2000, June). Methods and materials for teaching about assessment. **New Scripts** institute, Flat Rock, NC.

Baker-McCue, T. & Catlett, C. (2000, June). Methods and materials for teaching about family-professional collaboration. **New Scripts** institute, Flat Rock, NC.

Catlett, C. (2000, June). Methods and materials for teaching about inclusion. **New Scripts** institute, Flat Rock, NC.

Catlett, C., Winton, P., Wright, R., & Baker-McCue, T. (2000, June). Models for supporting faculty, families, and practitioners in early childhood intervention. **New Scripts** institute, Flat Rock, NC.

Catlett, C., & Winton, P. (2000, June). Keeping the ball rolling: What helps to support and sustain innovations. **New Scripts** institute, Flat Rock, NC.

Williams, E.S., & Catlett, C. (2000, June). Methods and materials for preparing students to work with diverse children and families. Family-Faculty Institute, Greensboro, NC.

Winton, P., Barrick, M, & Thegen, K. (2000, June). Bringing everyone to the table: Strategies to support home/school/community partnerships. Presentation to Head Start's Fifth National Research Conference, Developmental & Contextual Transitions of Children and Families: Implications for Research, Policy, and Practice, Washington, DC.

Catlett, C., & Woods, J. (2000, July). Getting others into the routine: Instructional and consultation strategies. Routines-based Intervention in Natural Environments, Boise, ID.

Woods, J., Knickerbocker, C., & Catlett, C. (2000, July). Getting into the routine: Instructional and consultation strategies. Routines-based Intervention in Natural Environments, Boise, ID.

Catlett, C. (2000, August). Preparing the future workforce for diverse children, families, and environments: Results of research on supporting preservice change. European Early Childhood Education Research Association (EECERA) Conference, Institute of Education, University of London, England.

2001

Winton, P. (2001, January). 1/2 day seminar on strategies for infusing diversity into early childhood teacher preparation with NC Birth-Kindergarten Faculty Consortium, UNC-Charlotte, Charlotte, NC.

Winton, P. (with C. Catlett). (2001, February). From blind date to marriage: Higher education/state agency partnerships to build family-centered, interdisciplinary preservice programs. Presentation to project directors of the US Department of Education, OSEP personnel preparation grants and state agency representatives. Washington, DC.

Sloop, S., Winton, P., Salkind, H., Stover, A. & Dorty, M. (2001, February). Families in the decision-making process. Presentation to 11 North Carolina communities via teleconference.

Ayankoya, B., Cole, K., Rodriguez, P., Sanchez, S. & Winton, P. (2001, February). Recruitment and retention of personnel with diverse backgrounds: After the commitment, then what? Presentation to the annual OSEP and NECTAS Project Directors Meeting, Washington, DC.

Catlett, C. (2001, July). Linking early brain research to effective daily interactions with young children and families. Workshop sponsored by Southern Illinois University, Provider Connections, and STARNET Region IV, Edwardsville, IL.

Catlett, C. (2001, July). Play nice together: Resources & strategies for promoting effective family-professional teamwork. Short course at Southern Illinois University, Edwardsville, IL.

Catlett, C., & Dees, C. (2001, August). New partners, new possibilities: Working together to support inclusive personnel preparation and practices. Second National Early Childhood Inclusion Institute, Chapel Hill, NC.

Catlett, C., & Hutter-Pishgahi, L. (2001, August). The right stuff: Methods and materials for preparing personnel to support inclusion. Second National Early Childhood Inclusion Institute, Chapel Hill, NC.

Catlett, C., & Moore, S.M. (2001, October). The right stuff: Methods and materials for reflecting family and team values in evaluation, assessment and planning. 10th Annual Early Childhood Institute, Vail, CO.

Catlett, C. (2001, October). More of the right stuff: Methods and materials for preparing personnel to support inclusive services in natural environments. 10th Annual Early Childhood Institute, Vail, CO.

Catlett, C. (2001, October). Shift happens: Resources for infusing new content and capabilities in teaching/training practices. Sharing a Vision: The 7th Illinois Statewide Collaborative Early Childhood Conference, Springfield, IL.

Catlett, C., & Hoge, D.R. (2001, October). Shorter than a snooze: Quick and effective staff development ideas. Sharing a Vision: The 7th Illinois Statewide Collaborative Early Childhood Conference, Springfield, IL.

Catlett, C. (2001, October). The missing link: Parents as partners. Kentucky Association for Early Childhood Education (KAECE) Conference, Lexington, KY.

Perez-Mendez, C., Moore, S., & Catlett, C. (2001, November). Listening to family stories: Establishing relationships across cultural contexts in early intervention. ZERO TO THREE: 16th National Training Institute. San Diego, CA.

Winton, P. (2001, November). Workshop on early childhood perspectives on the National Staff Development Council Standards, Madison, WI.

Winton, P. (with Camille Catlett and Betsy Ayankoya). (2001, December). Increasing the diversity of early childhood leaders and personnel: Research and strategies. Presentation at the DEC Conference, Boston, MA.

Winton, P. (with Pat Wesley and Virginia Buysse). (2001, December). Beyond family stories: New directions for parent leadership. Presentation at DEC Conference, Boston, MA.

2002

Catlett, C., & Parrish, R. (2002, January). Increasing the cultural & linguistic diversity of early childhood personnel in North Carolina: Walking the Walk. National Smart Start Conference. Greensboro, NC.

Catlett, C., & Parrish, R. (2002, January). Walking the walk. Birth through Kindergarten Consortium meeting. Raleigh, NC.

Catlett, C. (2002, January). The nuts and bolts of designing & delivering effective presentations. Guest lecture Seminars in Child Language Disorders, UNC-CH, Chapel Hill, NC.

Catlett, C. (2002, January). Walking the walk. Early Intervention Statewide Meeting. Burlington, NC.

Winton, P. (with Camille Catlett). (2002, February). Collaborative Efforts to Increase the Diversity of Early Childhood Leaders and Personnel: Research, Strategies and Resources. Presentation at OSEP Personnel Preparation Project Directors Meeting. Washington, DC.

Catlett, C., & Winton, P. (2002, February). Collaborative efforts to increase the diversity of early childhood leaders and personnel: Research, strategies and resources. 2002 Joint OSEP Personnel Preparation/SIG/CSPD Conference, Crystal City, VA.

Catlett, C. (2002, February). The right stuff: Resources for training staff and students to support all learners in inclusive community settings. Celebrating Connections, Charleston, WV.

Catlett, C. (2002, February). Are we there yet? Shortcuts, detours and roadblocks on the journey to family-centered practices. Celebrating Connections, Charleston, WV.

Catlett, C. (2002, February). Linking early brain research to effective interactions with young children and their families. Celebrating Connections, Charleston, WV.

Catlett, C. (2002, March). Shorter than a snooze: Quick and effective staff development ideas. Early Childhood Connections Conference, Kearney, NE.

Catlett, C. (2002, March). Applying adult learning principles: Planning for & presenting information in multiple formats. Course sessions in EDUC 361 – Personnel Development and Change in Early Intervention. UNC-C CH, Chapel Hill, NC.

Catlett, C. (2002, March). Resources for infusing diversity in teaching and training. Workshop for the Meredith College Birth-Kindergarten Advisory Group, Raleigh, NC.

Catlett, C. (2002, March). Linking early brain research to effective interactions with young children and their families. STARNET Region V workshop, Oak Park, IL.

Catlett, C. (2002, March). Linking early brain research to effective interactions with young children and their families. STARNET Region II workshop, Elk Grove Village, IL.

Catlett, C. (2002, March). The right stuff: Methods and materials that support services for young children in inclusive and natural environments. Early Childhood Connections Conference, Kearney, NE.

Catlett, C. (2002, April). Strategies for supporting diversity in daily interactions. 21st Annual ECI Statewide Conference, Dallas, TX.

Catlett, C. & Dees, C. (2002, April). Resources and strategies for enhancing family-professional collaboration. 21st Annual ECI Statewide Conference, Dallas, TX.

Winton, P., Catlett, C., Pierce, P., & Marrow-Taylor, B. (2002, April). Family-professional partnerships in preservice preparation. National Black Association of Speech, Language and Hearing (NBASLH). Raleigh, NC.

Catlett, C., & Mitchell, B. (2002, April). Shift happens: Methods and materials for increasing the emphasis on diversity in preservice personnel preparation. National Black Association of Speech, Language and Hearing (NBASLH). Raleigh, NC.

Catlett, C. (2002, April). Setting the stage: National preschool hot topics. Texas Statewide Preschool Leadership Meeting, Austin, TX.

Catlett, C. (2002, April). The right stuff: Resources for preparing personnel to support all learners in inclusive community settings. Texas Statewide Preschool Leadership Meeting, Austin, TX.

Catlett, C. (2002, April). What's new in early childhood personnel preparation? Texas Statewide Preschool Leadership Meeting, Austin, TX.

Catlett, C. (2002, April). Working with students of all ages with disabilities. Workshop at Sam Houston State University, Huntsville, TX.

Catlett, C. (2002, April). *Intersecting interests: Resources and strategies to support the development of all children in community settings.* Workshop at Sam Houston State University, Huntsville, TX.

Catlett, C., & Thompson, F. (May, 2002). Resources for infusing diversity in coursework, practica and training. Presentation at Walking the Walk Institute, Wrightsville Beach, NC.

Catlett, C., Atkins, K., Kea, C., Clifford, D., & Cassidy, D. Recruitment & mentoring: Strategies for transforming campuses & communities. (May, 2002). Presentation at Walking the Walk Institute, Wrightsville Beach, NC.

Ayankoya, B., Thompson, F. & Winton, P. (2002, May). Safe ways for exploring issues related to diversity. Presentation at Walking the Walk Institute, Wrightsvile Beach, NC.

Ayankoya, B. & Winton, P. (2002, May). Shifting agency culture. Presentation at Walking the Walk Institute, Wrightsvile Beach, NC.

Simpson, Y., Thompson, F., White, C. & Winton, P. (2002, May). Instructional strategies for diverse learners. Presentation at Walking the Walk Institute, Wrightsvile Beach, NC.

Winton, P. (with Ed Greene, Marilou Hyson, et al.). (2002, June). Invited presentation on "Turning Ideas into Action" at Closing Plenary - NAEYC Professional Development Institute in Albuquerque, NM.

Winton, P. (with Diane Horm-Wingerd et al.). (2002, June). Be careful what you wish for: Shortages in early childhood faculty. Presentation at NAEYC Professional Development Institute in Albuquerque, NM.

Winton, P. (with Betsy Ayankoya). (2002, June). Safe Ways to Talk about Diversity. Presentation at NAEYC Professional Development Institute in Albuquerque, NM.

Catlett, C. (2002, June). Resources to extend the curriculum. Multicultural Early Childhood Team Training (MECTT) State Leadership Training Institute, Fairfax, VA.

Catlett, C., Duru, M., Hyson, M., & Lutton, A. (2002, June). Revising NAEYC's associate degree guidelines for preparing early childhood professionals. NAEYC National Institute for Early Childhood Professional Development, Albuquerque, NM.

Catlett, C., & Wittmer, D. (2002, June). Shift happens: Creating early childhood coursework and field experiences that include children with special needs and their families. NAEYC National Institute for Early Childhood Professional Development, Albuquerque, NM.

Catlett, C. (2002, July). The right stuff: Methods and materials for preparing personnel to support the inclusion of all young children in community settings. Widening the Circle: The Third National Early Childhood Inclusion Institute, Chapel Hill, NC.

Catlett, C. (2002, July). Blind date to engagement: State-campus-community personnel development partnerships that support inclusion. Widening the Circle: The Third National Early Childhood Inclusion Institute, Chapel Hill, NC.

Catlett, C. (2002, July). Beyond songs and snacks: Discovering tools and techniques to support collaboration with culturally and linguistically diverse families. Early Intervention Summer Institute, St. John's University, St. Cloud, MN.

Catlett, C. (2002, July). Supporting learning opportunities for all young children in inclusive commuity settings. Pennsylvania Higher Education Professional Development Institute, State College, PA.

Catlett, C., Winton, P., Hanner, J., & Thompson, F. (2002, August). Beyond songs and snacks: Helping early childhood programs to meet the needs of culturally and linguistically diverse children and families. NC-aeyc Annual Conference, Greensboro, NC.

Catlett, C. (2002, August). Intersecting interests. NC-aeyc Annual Conference, Greensboro, NC.

Catlett, C., & Hoge, D.R. (2002, September). Shorter than a snooze: Quick and effective staff development ideas. All-day workshop, STARNET Region VI, Matteson, IL.

Other Indicators of Project's Effect on the Field of Early Intervention and/or Children with Disabilities and their Families

- **New Scripts** distributed over 2,000 copies of the *Resource Guide*. Camera-ready, single-sided originals were given to ten states (OH, IN, ND, NE, IA, NC, MO, IL, VA, WV) for further dissemination, often as part of statewide conferences.

- Four **New Scripts** states (CO, KY, OH, TX) replicated the interactive format for connecting individuals involved in early intervention personnel preparation with high-quality, low-cost training materials, developed for the **New Scripts** institutes.

- West Virginia replicated the entire **New Scripts** process (stakeholder group, state priorities, regional teams, institute, follow-up) with a slightly different emphasis. With free consultation from **New Scripts** staff, the IMPACT 2000 initiative has prioritized increasing the emphasis on disability issues in <u>all</u> preservice education.

- Team members from five states (Oklahoma, Nebraska, Iowa, Kansas, Missouri) extended the priority for preservice change and improvement to the regional level. With voluntary leadership provided by **New Scripts** staff, they planned and implemented three Midwest Faculty Institutes (2000 – 2002). The institutes drew 150-200 participants (community college and university faculty, Head Start, family members, state agency personnel, observers from other states) to sessions highlighting new methods, models and materials. One faculty participant described the conference as "the best adult learning event [she'd] ever been to." In fact, Kansas state agency representatives and faculty members who participated in the Midwest Faculty Institute have successfully lobbied for support from the Kansas State Improvement Grant (SIG) to implement the **New Scripts** model in Kansas.

Implications of Findings: Lessons Learned and Promising Strategies

What follows is a summary of some of the valuable lessons learned about early childhood/early intervention personnel preparation, at both individual and systems levels.

Faculty Are Willing and Interested to Participate in Efforts that Improve their Effectiveness

At the beginning of this project, there was some anxiety about the level of interest that faculty might have for the activities of this project. The extent to which faculty would be supported by deans and administrators was uncertain, with research suggesting that support might be lacking (Gallagher & Staples, 1990). The question of where and how to secure travel money to support faculty participation in the **New Scripts** project was also a concern. Strong participation in this project makes it clear that faculty are willing to commit time and energy to efforts that improve the quality of their own teaching/training. Furthermore, they are willing to work with colleagues on a statewide basis to improve the quality of preparation of the future workforce. It is significant that deans and university administrators were supportive of faculty involvement. They might not be willing to sponsor or plan staff development activities for faculty; however, if someone else does the planning, they are willing to play a supporting role.

One of the barriers identified by faculty to accomplishing their goals was competing priority for their time. Collaboration across disciplines, with families and with state agencies takes time and energy; bureaucratic red tape at the state agency and university levels created frustration. Strategies identified by faculty for rewarding and reinforcing their participation included reimbursement to "buy out" their time from existing university responsibilities, and bureaucratic support at the university and state levels for some of the collaborative and innovative approaches to training they wanted to implement.

Blending is Worth the Effort

One feature of **New Scripts**, thanks to supplemental funding from NCEDL, was a blend of faculty, representing both "regular" disciplines (e.g. early childhood education, child development, child and family studies) and "special" disciplines (e.g., early childhood

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special education, speech-language pathology). While there ultimately were benefits from the cross-disciplinary interactions and planning (e.g., discovery of resources and strengths within each group, new collaborative undertakings in participating states), it took some missteps on the part of project staff and team members to achieve the first collective goal: development of a common, shared vocabulary.

Collegial Support is Important

Needs assessment data indicated that access to faculty with whom to co-teach was highly rated as a resource that would help faculty. In addition, when asked during the follow-up interviews what contributed to their success in achieving their individual goals, a consistent response was the support of colleagues. This suggests that providing networking opportunities in conjunction with structured instructional sessions is an effective strategy for supporting faculty. Faculty also said that having a way to sustain these relationships, which sometimes entailed distances across states, were helpful. A mechanism that has worked well in some states is organizing the **New Scripts** team in clusters (i.e., small groups of participants, including families, service providers, state agency representatives and faculty, whose geographic proximity facilitates collaborative work). Texas was a state in which "clustering" provided participants with concrete opportunities to implement training ideas and relationships developed through **New Scripts**.

McCormick, Vail and Gallagher (2002) identified consortia of faculty from early intervention disciplines as a promising strategy to build personnel preparation program capacity and provide collegial support. Their research showed that the systems change projects (predecessors to **New Scripts**) were "cited frequently" as "a motivating and supporting factor in the development and success of higher education consortia" (p. 306).

Faculty Want Access to Instructional Resources

Access to training resources was also identified by participants through the needs assessment process as a critical resource that would assist them. Many of the early childhood faculty who participated with support from the NCEDL supplement, had not been exposed to early intervention resources and were particularly pleased at the resources shared through **New Scripts**. After participating in the **New Scripts** institute, several states developed or updated training resource collections in their states. Some states used Part C money or blended money from several state agencies to purchase materials discovered through **New Scripts**. They then created or updated statewide or regionally based lending libraries. Other states discovered that some of the materials were available in their states but access had been limited because of lack of information about the materials. States realized that resource guides describing existing materials were important in promoting access.

Emphasis and Appreciation for the Importance of Innovative Training Strategies Increased

Most participants left the **New Scripts** institute with an increased appreciation for the important role that adult learning principles and interactive training strategies have in successfully conveying and teaching early intervention content and skills to practitioners and students. A related outcome was that some states shared information about effective adult training strategies with broader audiences in their own states.

Several states planned and implemented workshops or institutes, modeled after the **New Scripts** faculty institute, independently, or as part of larger conferences for faculty and state agency personnel across disciplines and agencies. **New Scripts** training strategies that were replicated in these events included:
- "boss/dean" letters to effectively engage university support for faculty participation
- "back home plans" to encourage immediate application of ideas to practice
- resource libraries to provide faculty with immediate access to exemplary training materials
- instructional sessions that demonstrate innovative training strategies.

Outcomes Evolved
There were many unique outcomes that developed as a result of this project and the relationships that were made among team members. Some of these outcomes were not part of the planning process done at the five-day institute, but evolved over time. For example, conversations about the possibility of state agency support for increasing family involvement at the **New Scripts** institute evolved into a Request for Proposals (RFP) and mini-grants for faculty in Kentucky. Another strong example of a significant outcome that evolved over time was the Midwest Faculty Institute (see second bullet on page 38 for a description). While conversations began before **New Scripts** was even funded, the actual institutes (2000 - 2002) were designed and implemented during the project. Conversations have continued, and the 2003 outcome will be a focused institute on literacy. These are only two examples of the unexpected outcomes that were the result of the **New Scripts** project.

Systems Change Requires Time
The emphasis on linking higher education and state agency efforts clearly had benefits. Faculty came to the training with some specific ideas about ways they might apply what they learned within a broader state plan. They also came knowing that their involvement was supported by university and state administrators, and that there was some expectation that they would serve as training resources for the state agencies within their state. The priority for creating this sense of a "shared commitment" between university faculty and state agencies was an important component of the SIFT model, the model on which the **New Scripts** project was based. Pre-institute/six-month post-institute differences indicated that preservice-inservice linkages have occurred as a result of **New Scripts**. At the same time, we continue to document that longer follow-up is necessary to support and monitor attempts to redesign personnel preparation systems to meet quality standards. A related finding is the importance of the follow-up provided by the **New Scripts** project. Some participants cited this as being a facilitator to their being able to accomplish their goals.

Strong Partners are Essential
In previous systems change work, and again in **New Scripts,** we have seen how important it is to have capable a strong state partner (liaison) with whom to collaborate. Few states have been able to make the model of shared leadership work (more than one liaison). Working with a liaison whose paid state job is to promote improvements in personnel development systems is also helpful. Such an individual will view supporting the ongoing work of the **New Scripts** team as part of their job, rather than an additional voluntary assignment.

Evaluation is Critical

Too often the "train and hope" mentality has prevailed in early intervention personnel preparation: evaluation efforts have focused on superficial outcomes, such as number of participants, number of events held and general satisfaction levels of participants. Questions such as, "Did the training result in documented and positive changes in skill and knowledge levels of participants", "Did the participants apply what they learned in their practice settings?" or "Did positive changes in program policies and practices result from the training efforts" are rarely asked. A related issue is that the form of training most often used, the one-shot workshop, is likely to be ineffective as a means for accomplishing these outcomes.

It is significant that we have been able, through **New Scripts**, to document change and improvement in several different audiences of participants (SRPT and travel team members). A second "evaluation benefit" of the project has been that faculty who participated learned about innovative approaches and models to personnel preparation that involve partnerships across disciplines and with service providers and families. They have been exposed to evaluation strategies that address the outcomes described above. Faculty also have incentives and pressures to conduct research and disseminate findings; this is a primary means for obtaining promotions and respect from academic colleagues. These are strengths that university faculty bring to personnel preparation evaluation efforts. State agencies have training monies and responsibilities; they also have interest and expertise in evaluation research but often lack the manpower resources to implement effective evaluations. Working together can serve both groups. The ultimate beneficiaries of the quality personnel preparation efforts that will result from this partnership are the practitioners and the young children and families they serve.

FUTURE ACTIVITIES

Several future activities that build on **New Scripts** are planned or underway. The principal investigators have secured two additional Department of Education awards to pursue research and training that build directly on **New Scripts**.

- A Project of National Significance entitled *Natural Allies: Working with Community Colleges to Prepare Personnel to Provide Quality Services for All Young Children in Natural Environments* is extending the systems change model to support community college faculty in infusing exceptionality in early childhood preparation. Efforts in eight states (ID, IL, IA, NE, NO, OK, PA, TX) are support collaboration among early childhood and early intervention partners in support of preparing personnel to work effectively with all young children in community settings.

- *Walking the Walk: Promoting Diversity in Early Childhood Intervention through Campus-Community Partnerships* is a U.S. Department of Education Outreach grant that is applying the **New Scripts** model to increasing the cultural and linguistic diversity of leadership and personnel serving young children and families. Five North Carolina communities and a sixth group of state level representatives are participating in a sequence of training and technical assistance designed to support improvements in recruitment, preparation, supports and linkages related to diversity.

ASSURANCE STATEMENT

A copy of this full final report has been sent to:

Rose Sayer, Office of Special Education Programs, U.S. Department of Education
ERIC Clearinghouse on Disabilities and Gifted Education
National Clearinghouse for Professions in Special Education
National Early Childhood Technical Assistance Center (NECTAC)
National Information Center for Children and Youth with Disabilities (NICHCY)
Parent Training and Information Center Alliance Coordinating Office
National Technical Assistance Center for Children's Mental Health
Northeast Regional Resource Center
Mid-South Regional Resource Center
Southeast Regional Resource Center
Great Lakes Area Regional Resource Center
Mountain Plains Regional Resource Center
Western Regional Resource Center
Federal Regional Resource Center for Special Education

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Hall, G., & Hord, S. (1987). *Change in schools: Facilitating the process.* Albany, NY: State University of New York Press.

Havelock, R., & Havelock, M. (1973). *Training for change agents.* Ann Arbor, MI: University of Michigan Press.

Houck, A. (1997). Interdisciplinary collaboration among higher education early intervention faculty members. Unpublished doctoral dissertation, University of North Carolina, Chapel Hill.

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Mellin, A.E. & Winton, P.J. (2003). Interdisciplinary collaboration among early intervention faculty members. *Journal of Early Intervention, 25*(3), 173-188.

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Rooney, R. (1994). *Implementation of interdisciplinary personnel preparation for early intervention*. Unpublished doctoral dissertation. Chapel Hill: University of North Carolina.

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Winton, P., McWilliam, P.J., Harrison, T., Owens, A.M., & Bailey, D.B. (1992). Lessons learned from implementing a team-based model for change. *Infants and Young Children, 5*(1), 49-57.

Wolfe, B.L., & Snyder, P. (1997). Follow-up strategies: Ensuring that instruction makes a difference. In P. Winton, J. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies*. Baltimore: Paul Brookes.

ZERO TO THREE/National Center for Clinical Infant Programs. (1991). *Training approaches for skills and knowledge (TASK Talk)*. Arlington, VA: Author.

Preservice Personnel Preparation Quality Indicators

- To what extent was the instruction you provided coordinated with a state personnel development plan?

- To what extent were certification or licensure credits available to students who participated in the instruction provided?

- In providing this instruction, to what extent did you work as part of an interdisciplinary instructor team?

- To what extent did family members of children with disabilities (consumer of services) participate as part of the instructor team?

- To what extent was the audience interdisciplinary (two or more disciplines were well represented)?

- To what extent were experiential activities and modeling / demonstration opportunities provided as part of the instruction?

- To what extent were instructional strategies used for embedding / applying the ideas in the workplace?

- To what extent were instructional strategies varied and sequenced to support students with different learning needs and styles?

- To what extent was the instruction individualized according to the needs of students?

- To what extent did students identify specific ideas / practices to try in their clinical experiences (an action plan)?

- To what extent was ongoing support, monitoring or technical assistance provided to students after the course or program ended?

- To what extent was actual impact of instruction on practices measured or evaluated?

- To what extent was content related to cultural and linguistic diversity infused into coursework and / or practicuum experiences?

- To what extent was a family-centered philosophy infused into coursework and / or practicuum experiences?

Inservice Personnel Preparation Quality Indicators

- To what extent was the instruction you provided coordinated with a state personnel development plan?

- To what extent were certification or licensure credits available to individuals who participated in the instruction you provided?

- In providing this instruction, to what extent did you work as part of an interdisciplinary team?

- To what extent did family members of children with disabilities (consumers of services) participate as part of the instructor team?

- In terms of target audience, to what extent was the instruction "team-based" (included the key practitioners who work together on a team)?

- To what extent was the audience interdisciplinary (two or more disciplines were well represented)?

- To what extent were family members involved as participants?

- To what extent was the instruction actively endorsed by administrators?

- To what extent was the instruction actively attended by administrators?

- To what extent were experiential activities and modeling / demonstration opportunities provided as part of the instruction?

- To what extent were instructional strategies used for embedding / applying the new ideas / practices to the workplace?

- To what extent were instructional strategies varied and sequenced to support different learning styles and needs?

- To what extent did participants identify specific ideas / practices to try in the workplace (an action plan)?

- To what extent was ongoing support, monitoring or technical assistance provided to participants?

- To what extent was actual impact of instruction on practices measured or evaluated?

- How often did you provide handouts / written materials to participants?

- To what extent was content related to cultural and linguistic diversity infused into your training?

- To what extent was a family-centered philosophy infused into your training?

Adapted from: Catlett, C. & Winton, P.J. (1997). Putting it all together: The nuts and bolts of personnel preparation. Originally published in P.J. Winton, J.A. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies.* Available online at: http://www.fpg.unc.edu/~scpp/pages/reforming_book.cfm

New Scripts for 21ˢᵗ Century Services
SRPT Demographic

1) Name: _____

2) Birthdate: _____ / _____ / _____
             MM   DD   YY

3) Gender: ① Female   ② Male

4) Race: check all that apply ① Native American ② Asian/Pacific Islander ③ African American
                           ④ Hispanic/Latino   ⑤ Caucasian   ⑥ Other _____

5) Are you the parent of a child with a disability?   ① Yes   ② No

6) What is your primary discipline? (**select only one**) Place the appropriate Discipline Code in the space provided _____

Discipline Codes:

01 Audiology	08 Nutrition	15 Business
02 Child Development	09 Occupational Therapy	16 Administration
03 Education	10 Physical Therapy	17 Public Health
04 Early Childhood Education	11 Psychology	18 Parent
05 Early Childhood Special Education	12 Social Work	99 Other (specify) _____
06 Medicine	13 Special Education	
07 Nursing	14 Speech-Language Pathology	

7) How many years of experience do you have in preservice personnel preparation? _____

8) How many years of experience do you have in inservice training/staff development? _____

9) Please indicate the primary setting in which you work

① University   ⑤ Community Agency (specify) _____

② Community College   ⑥ State Agency (specify) _____

③ University Affiliated Program (UAP)   ⑦ Family (specify) _____

④ Regional Office   ⑧ Other (specify) _____

10) Do you have direct responsibility for determining how funds for teaching, training & staff development are spent?
    ① Yes   ② No

    If yes, from what source(s)? _____

_____

New Scripts for 21st Century Services
Surveying the Preservice Personnel Preparation Landscape

Introduction
The purpose of this measure is to determine your perceptions of how colleges and universities in your state prepare personnel to work with infants, toddlers, young children and families (also known as preservice education or preservice personnel preparation). The measure consists of questions addressing various preservice education components. This is not meant to be an exhaustive list of all the important dimensions of preservice education. Rather, the intent is to stimulate your reflection on current policies, linkages, and practices and to identify changes that might improve preservice education practices in your state.

Part I
For the first five questions, please check the appropriate box or fill in blank, as requested. For all subsequent questions, rate your state based on your knowledge and experience. Read each question carefully. Circle one number on the corresponding 5-point scale (ranging from Never - 1 to Always - 5) that best reflects the extent to which you think this is a feature of preservice education in your state.

1. a. Does your state have a **written plan**, such as a Comprehensive System for Personnel Development (CSPD), for personnel preparation related to early childhood intervention?

   ❏ yes   ❏ no   ❏ I do not know

1. b. Does this plan reflect **coordination** across your state's infant/toddler program (Part C) and preschool program (619/Part B)?

   ❏ yes   ❏ no   ❏ I do not know

2. a. Does your state have an **existing structure** (group, committee, task force) that provides a forum for ongoing discussion related to teaching and training of personnel to work with young children and families?

   ❏ yes   ❏ no   ❏ I do not know

2b. If yes, what is the **name of this structure?** _____

2c. To what extent **is this group effective** in coordinating efforts related to teaching and training of personnel to work with young children and families in your state?

   ❏ Do not know   ❏ Not effective   ❏ Somewhat effective   ❏ Very effective

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	Where is your state now?					
	Do not know	Never	Seldom	Sometimes	Usually	Always
3. To what extent is **a written plan** being used to plan, implement and evaluate the training of personnel to work with young children and families in your state?	0	1	2	3	4	5
4. To what extent are **preservice education efforts across your state coordinated?** (i.e., Are 2-year colleges and 4-year colleges/universities aware of each other's educational programs?)	0	1	2	3	4	5
5. To what extent are **preservice** education efforts across your state **planned and implemented in a collaborative fashion?** (i.e., Are efforts planned and implemented across institutions?)	0	1	2	3	4	5
6. To what extent are **preservice** education activities across your state **planned by representatives from across disciplines and implemented with interdisciplinary audiences?** (i.e., Are efforts planned and implemented across divisions or departments within institutions?)	0	1	2	3	4	5
7. To what extent do higher education institutions (2-year colleges and 4-year colleges/ universities) have **articulation agreements** with each other that support a career progression for students?	0	1	2	3	4	5
8. To what extent are preservice programs **at 4-year colleges and universities accessible to working professionals?** (accept part-time students, offer evening and weekend classes, use distance learning options)?	0	1	2	3	4	5
9. To what extent are preservice programs at **2-year colleges accessible to working professionals?** (accept part-time students, offer evening and weekend classes, use distance learning options)?	0	1	2	3	4	5
10. To what extent are faculty at 2-year colleges and 4-year colleges/universities **involved in planning and preparing inservice training** for those who already work with young children and families?	0	1	2	3	4	5

	Where is your state now?					
	Do not know	Never	Seldom	Sometimes	Usually	Always
11. To what extent are **4-year colleges/ universities doing an adequate job** of preparing students to work with young children and families?	0	1	2	3	4	5
12. To what extent are **2-year colleges doing an adequate job** of preparing students to work with young children and families?	0	1	2	3	4	5
13. To what extent are **inservice training and preservice education efforts across your state linked?**	0	1	2	3	4	5
14. To what extent is a **family-centered philosophy** infused into preservice education efforts across your state?	0	1	2	3	4	5
15. To what extent are **family members given the opportunity to participate** in planning, implementing, and evaluating preservice education efforts?	0	1	2	3	4	5
16. To what extent are **cultural and linguistic diversity infused** into course work and practica experiences for students in your state (i.e., readings, assignments, opportunities to work with diverse families)?	0	1	2	3	4	5
17. To what extent do **preservice personnel (faculty members, administrators, practicum supervisors) reflect the cultural and linguistic diversity** your state?	0	1	2	3	4	5
18. To what extent have **professional organizations been involved** in planning, implementing, and evaluating preservice education efforts?	0	1	2	3	4	5
19. To what extent are college course work and practica experiences tied to **certification and credentialling** (i.e., infant/toddler/, preschool, child care)?	0	1	2	3	4	5

Part II

Below is a summarized list of the preservice education topics addressed in the questions above. Rank order the **three** most important preservice education issues to address in your state: 1 - most important, 2 - second most important, 3 - third most important.

3. Utilizing a written plan
4. Coordinated preservice education
5. Collaborative preservice education
6. Cross-disciplinary preservice education
7. Articulation agreements
8. Accessibility of 4-year programs
9. Accessibility of 2-year programs
10. Faculty involved in inservice training
11. Adequacy of preservice education at 4-year colleges and universities
12. Adequacy of preservice education at 2-year colleges

13. Inservice-preservice linkages
14. Family-centered philosophy
15. Involvement of family members in preservice education
16. Cultural and linguistic diversity infused in course work and practica
17. Cultural and linguistic diversity of preservice personnel
18. Involvement of professional organizations
19. Certification and credentialling

Place item number from above in the appropriate space below.

Most Important	2nd Most Important	3rd Most Important
_____	_____	_____

Thank you for your time and thoughtful input.

New Scripts for 21ˢᵗ Century Services
Surveying the Preservice Personnel Preparation Landscape
Post-Institute

Introduction

The purpose of this measure is to determine your perceptions of how colleges and universities in your state prepare personnel to work with infants, toddlers, young children and families (also known as preservice education or preservice personnel preparation). The measure consists of questions addressing various preservice education components. This is not meant to be an exhaustive list of all the important dimensions of preservice education. Rather, the intent is to stimulate your reflection on current policies, linkages, and practices and to identify changes that might improve preservice education practices in your state.

Part I

For the first five questions, please check the appropriate box or fill in the blank, as requested. For all subsequent questions, rate your state based on your knowledge and experience. Read each question carefully. Circle one number on the corresponding 5-point scale (ranging from Never - 1 to Always - 5) that best reflects the extent to which you think this is a feature of preservice education in your state.

1. a. Does your state have a **written plan**, such as a Comprehensive System for Personnel Development (CSPD), for personnel preparation related to early childhood intervention?

❑ yes   ❑ no   ❑ I do not know

1. b. Does this plan reflect **coordination** across your state's infant/toddler program (Part C) and preschool program (619/Part B)?

❑ yes   ❑ no   ❑ I do not know

2. a. Does your state have an **existing structure** (group, committee, task force) that provides a forum for ongoing discussion related to teaching and training of personnel to work with young children and families?

❑ yes   ❑ no   ❑ I do not know

2b. If yes, what is the **name of this structure**? _____

2c. To what extent **is this group effective** in coordinating efforts related to teaching and training of personnel to work with young children and families in your state?

❑ Do not know   ❑ Not effective   ❑ Somewhat effective   ❑ Very effective

	Where is your state now?					
	Do not know	Never	Seldom	Sometimes	Usually	Always
3. To what extent is **a written plan** being used to plan, implement and evaluate the training of personnel to work with young children and families in your state?	0	1	2	3	4	5
4. To what extent are **preservice education efforts across your state coordinated?** (i.e., Are 2-year colleges and 4-year colleges/universities aware of each other's educational programs?)	0	1	2	3	4	5
5. To what extent are **preservice** education efforts across your state **planned and implemented in a collaborative fashion?** (i.e., Are efforts planned and implemented across institutions?)	0	1	2	3	4	5
6. To what extent are **preservice** education activities across your state **planned by representatives from across disciplines and implemented with interdisciplinary audiences?** (i.e., Are efforts planned and implemented across divisions or departments within institutions?)	0	1	2	3	4	5
7. To what extent do higher education institutions (2-year colleges and 4-year colleges/ universities) have **articulation agreements** with each other that support a career progression for students?	0	1	2	3	4	5
8. To what extent are preservice programs **at 4-year colleges and universities accessible to working professionals?** (accept part-time students, offer evening and weekend classes, use distance learning options)?	0	1	2	3	4	5
9. To what extent are preservice programs at **2-year colleges accessible to working professionals?** (accept part-time students, offer evening and weekend classes, use distance learning options)?	0	1	2	3	4	5
10. To what extent are faculty at 2-year colleges and 4-year colleges/universities **involved in planning and preparing inservice training** for those who already work with young children and families?	0	1	2	3	4	5

	Where is your state now?					
	Do not know	Never	Seldom	Sometimes	Usually	Always
11. To what extent are **4-year colleges/ universities doing an adequate job** of preparing students to work with young children and families?	0	1	2	3	4	5
12. To what extent are **2-year colleges doing an adequate job** of preparing students to work with young children and families?	0	1	2	3	4	5
13. To what extent are **inservice training and preservice education efforts across your state linked?**	0	1	2	3	4	5
14. To what extent is a **family-centered philosophy** infused into preservice education efforts across your state?	0	1	2	3	4	5
15. To what extent are **family members given the opportunity to participate** in planning, implementing, and evaluating preservice education efforts?	0	1	2	3	4	5
16. To what extent are **cultural and linguistic diversity infused** into course work and practica experiences for students in your state (i.e., readings, assignments, opportunities to work with diverse families)?	0	1	2	3	4	5
17. To what extent do **preservice personnel (faculty members, administrators, practicum supervisors) reflect the cultural and linguistic diversity** in your state?	0	1	2	3	4	5
18. To what extent have **professional organizations been involved** in planning, implementing, and evaluating preservice education efforts?	0	1	2	3	4	5
19. To what extent are college course work and practica experiences tied to **certification and credentialling** (i.e., infant/toddler, preschool, child care)?	0	1	2	3	4	5

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Part II

1. Please indicate the extent of your participation in **New Scripts** activities (please check all that apply).

   ❑ I participated in one or more state meetings related to **New Scripts**.
   ❑ I participated in the **New Scripts** institute in North Carolina.
   ❑ I participated in training provided by **New Scripts**-trained team members.
   ❑ A colleague of mine (same agency or institution) participated in the **New Scripts** institute in North Carolina.

   STOP here if you did **not** check any of the above choices.

   ---

2. If you checked any of the choices above, please answer the next two questions.

   A. Do you feel that your state's involvement in the **New Scripts** project made a contribution to personnel preparation activities in your state?

      ❑ Yes
      ❑ No

   B. Do you feel that your involvement with the **New Scripts** project contributed to your knowledge of personnel preparation activities in your state?

      ❑ Yes
      ❑ No

Thank you for your time and thoughtful input.

ID# _____ (please use the last four digits of your SS#)   State _____

Participant Needs Assessment

The **New Scripts** *(New Scripts for 21st Century Services: An Innovative Model for Supporting Change and Reform in Interprofessional Preservice Training)* project is working to develop expertise in your state for preparing personnel to work with infants, toddlers, young children and families. To assist us in making our four-day intensive institute as valuable an experience as possible for you, please take the time to provide us with the following information.

Early Childhood/Early Intervention Content Areas

For each of the following early intervention content areas, please: (a) rate your current level of knowledge and skill, and (b) the priority you place on updating your knowledge and skill.

Content Areas	Current Level of Knowledge & Skill					Priority for Updating Your Knowledge & Skills				
	Low		Medium		High	Low		Medium		High
1. Family-centered practices	1	2	3	4	5	1	2	3	4	5
2. IFSP/IEP (developing plans with families)	1	2	3	4	5	1	2	3	4	5
3. IDEA, laws and regulations	1	2	3	4	5	1	2	3	4	5
4. Inclusion/Natural environments	1	2	3	4	5	1	2	3	4	5
5. Service coordination	1	2	3	4	5	1	2	3	4	5
6. Cultural diversity	1	2	3	4	5	1	2	3	4	5
7. Interdisciplinary teaming	1	2	3	4	5	1	2	3	4	5
8. Interagency collaboration	1	2	3	4	5	1	2	3	4	5
9. Assessment/Evaluation (gathering information with families)	1	2	3	4	5	1	2	3	4	5
10. Transitions	1	2	3	4	5	1	2	3	4	5
11. Child development/Early brain development	1	2	3	4	5	1	2	3	4	5
12. Other (please specify)	1	2	3	4	5	1	2	3	4	5

From the numbered content areas listed above, choose your three highest priorities for receiving additional information in order to build on your knowledge and skill. Enter their numbers in the spaces provided below.

_____ Highest Priority   _____ Second-Highest Priority   _____ Third-Highest Priority

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New Scripts Cohort 1

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Early Childhood/Early Intervention Systemic Issues

For each of the following systemic issues, please rate: (a) your current level of knowledge and skill, and (b) the priority you place on updating your knowledge and skill.

Systemic Issues	Current Level of Knowledge & Skill					Priority for Updating Your Knowledge & Skills				
	Low		Medium		High	Low		Medium		High
1. The early childhood/early intervention systems in your state	1	2	3	4	5	1	2	3	4	5
2. Personnel preparation plans and structures in your state (such as CSPD, career lattice, etc.)	1	2	3	4	5	1	2	3	4	5
3. Licensure, certification or credentialing requirements in your state	1	2	3	4	5	1	2	3	4	5
4. Program evaluation & monitoring strategies	1	2	3	4	5	1	2	3	4	5
5. Other (please specify)	1	2	3	4	5	1	2	3	4	5

From the numbered systemic issues listed above, choose your three highest priorities for receiving additional information in order to build on your knowledge and skill. Enter their numbers in the spaces provided below.

_____ Highest Priority   _____ Second-Highest Priority   _____ Third-Highest Priority

Instructional Approaches for Early Childhood/Early Intervention

For each of the following training approaches, please rate: (a) your current level of knowledge and skill, and (b) the priority you place on updating your knowledge and skill.

Instructional Approaches	Current Level of Knowledge & Skill					Priority for Updating Your Knowledge & Skills				
	Low		Medium		High	Low		Medium		High
1. Principles of adult learning	1	2	3	4	5	1	2	3	4	5
2. Self-assessment procedures	1	2	3	4	5	1	2	3	4	5
3. Families as co-teachers	1	2	3	4	5	1	2	3	4	5
4. Cross-discipline co-teaching	1	2	3	4	5	1	2	3	4	5
5. Case method of instruction	1	2	3	4	5	1	2	3	4	5
6. Team training (training of entire team)	1	2	3	4	5	1	2	3	4	5
7. Interactive techniques (e.g., role playing)	1	2	3	4	5	1	2	3	4	5
8. Distance education/web and internet-based approaches	1	2	3	4	5	1	2	3	4	5
9. Consultative approaches	1	2	3	4	5	1	2	3	4	5
10. Practica/field experiences in diverse community placements	1	2	3	4	5	1	2	3	4	5

From the numbered instructional approaches listed above, choose your three highest priorities for receiving additional information in order to build on your knowledge and skill. Enter their numbers in the spaces provided below.

_____ Highest Priority   _____ Second-Highest Priority   _____ Third-Highest Priority

Next page please ☞

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Assistance	Not at all Helpful		Helpful		Extremely Helpful
1. Up-to-date information on instructional models and strategies	1	2	3	4	5
2. Presentations and discussions on training with experts	1	2	3	4	5
3. Observing exemplary training practices	1	2	3	4	5
4. Practicing training skills and receiving feedback	1	2	3	4	5

Please rate the extent to which the following training resources would be helpful in assisting you when you conduct training.

Instructional Resources	Not at all Helpful		Helpful		Extremely Helpful
1. Lecture outlines	1	2	3	4	5
2. Overhead transparencies	1	2	3	4	5
3. Videotapes	1	2	3	4	5
4. Discussion questions	1	2	3	4	5
5. Case studies	1	2	3	4	5
6. Interactive and experiential training activities	1	2	3	4	5
7. Evaluation measures	1	2	3	4	5
8. A packaged curriculum that includes all of the above	1	2	3	4	5

Please rate the extent to which the following personal resources would be helpful in assisting you when you conduct training.

Personal Resources	Priority Low		Medium		Priority High
1. Further training for myself in relevant content areas	1	2	3	4	5
2. Further training for myself in a variety of training processes and models	1	2	3	4	5
3. Access to other faculty/programs doing early childhood/ early intervention training	1	2	3	4	5
4. Access to instructional resources (e.g. curricula, videotapes, discussion questions, lecture, outlines)	1	2	3	4	5
5. Other faculty members with whom to co-teach	1	2	3	4	5
6. Family members with whom to co-teach	1	2	3	4	5
7. Reimbursement for my time	1	2	3	4	5
8. Reimbursement for my travel	1	2	3	4	5
9. Technical assistance on instructional techniques	1	2	3	4	5
10. A commitment from my institution to support my inservice training activities (e.g. freeing up some of my time, counting training toward tenure, etc.)	1			4	5
11. A show of interest from early childhood/ early intervention agencies and systems	1	2	3	4	5
12. Other (please specify)	1	2	3	4	5

Next page please ☞

3

Please take the time to answer the following questions.

1. What do you hope to achieve by participating in the New Scripts institute?

2. If you had to select only one topic to be covered at the New Scripts institute, what would it be?

3. **Your** expertise will be an important resource to the institute and to your team. Are there aspects of early childhood/early intervention personnel preparation in which you have expertise or skill (e.g., content areas, instructional approaches, instructional resources)?

4. Other concerns/comments about early childhood/early intervention training that you would like to share with us as we prepare for the New Scripts institute?

Thank you for your help!

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(Last 4 digits of SS#)

State _____   Date _____

New Scripts
Post-Institute Self-Assessment and Evaluation

A. Satisfaction with the Institute

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Topics were relevant to building my skills in providing personnel preparation in early childhood intervention.	1	2	3	4	5
2. The content provided me with new information and ideas.	1	2	3	4	5
3. Time was well organized.	1	2	3	4	5
4. Presenters were well prepared and organized.	1	2	3	4	5
5. Opportunities were provided to discuss and apply new ideas.	1	2	3	4	5
6. I will be able to make changes in my work based on what I have gained from this institute.	1	2	3	4	5

B. Influence of the New Scripts institute on your personnel preparation activities
Please respond to the following three questions as they relate to providing preservice instruction, inservice training, and technical assistance to early childhood intervention personnel.

1. **Before attending** the New Scripts institute, how willing were you to be involved in training early childhood intervention personnel?

	Not Willing		Somewhat Willing		Eager to Do It
At the Preservice level	1	2	3	4	5
At the Inservice level	1	2	3	4	5
Technical assistance level	1	2	3	4	5

2. **Upon completion** of the New Scripts institute, how willing are you to provide training to early childhood intervention personnel?

	Not Willing		Somewhat Willing		Eager to Do It
At the Preservice level	1	2	3	4	5
At the Inservice level	1	2	3	4	5
Technical assistance level	1	2	3	4	5

3. How much did the New Scripts institute **contribute to your proficiency** in providing training related to early childhood intervention?

	Contributed Nothing		Contributed Somewhat		Contributed Greatly
At the Preservice level	1	2	3	4	5
At the Inservice level	1	2	3	4	5
Technical assistance level	1	2	3	4	5

New Scripts Cohort One 5/00

Components of the Institute: This section of the evaluation is designed to compare the relative effectiveness of specific training components.

1. Usefulness of Components

Component of training	Not Useful 1	2	Somewhat Useful 3	4	Very Useful 5
1. Develop competence in one or more early childhood intervention content areas.	1	2	3	4	5
2. Develop awareness of and ways to access existing:					
a) preservice curriculum materials	1	2	3	4	5
b) inservice curriculum materials	1	2	3	4	5
3. Learn to use specific, existing:					
a) preservice curriculum materials	1	2	3	4	5
b) inservice curriculum materials	1	2	3	4	5
4. Learn to use teaching techniques that apply to:					
a) preservice instruction	1	2	3	4	5
b) inservice training	1	2	3	4	5
5. Within the context of the institute, examine my own:					
a) preservice practice and make plans to change	1	2	3	4	5
b) inservice practice and make plans to change	1	2	3	4	5
6. Establish linkages with state agency activities in:					
a) preservice instruction	1	2	3	4	5
b) inservice training	1	2	3	4	5
7. Establish linkages with other faculty teaching at the:					
a) preservice level	1	2	3	4	5
b) inservice level	1	2	3	4	5
8. Examine early childhood intervention personnel preparation in my state at the:					
a) preservice level	1	2	3	4	5
b) inservice level	1	2	3	4	5
9. Assist in developing plans for early childhood intervention personnel development in my state at the:					
a) preservice level	1	2	3	4	5
b) inservice level	1	2	3	4	5
10. Identify ways for my state to use existing sources of support for personnel training at the:					
a) preservice level	1	2	3	4	5
b) inservice level	1	2	3	4	5
11. Establish linkages with family members in my state	1	2	3	4	5
12. Establish linkages with practitoners in my state	1	2	3	4	5

2. Ranking of Overall Components
Please rank order the following components of the institute in terms of their value and usefulness to you with **#1 being most useful** and **#5 being the least useful:**

_____ individual planning and reflection time   _____ team planning time   _____ instructional and issues sessions

_____ informal networking   _____ materials

...ıst *Preservice* Personnel Preparation Activities

This section of the evaluation is designed to gather some baseline data on the *preservice* instruction you have been involved in *since January of 2000 (i.e., the last six months)*.

1. During the last six months please indicate the kinds of *preservice* instruction on early childhood intervention topics you have provided? (check all that apply)	___ No preservice instruction ___ Taught coursework ___ Supervised students ___ Other (please specify)

If your answer to the above question was none, please ignore the following questions. If the answer was yes, please answer the following questions based on the *preservice* instruction you conducted in the last six months.

	How Often?					How important is this practice?				
	Never	Seldom	Sometimes	Usually	Always	Not Important	Somewhat Important	Important	Very Important	Critical
2. To what extent was the instruction you provided coordinated with a state personnel development plan (CSPD, SIP/SIG, etc.)?	1	2	3	4	5	1	2	3	4	5
3. To what extent were certification or licensure credits available to students who participated in the instruction provided?	1	2	3	4	5	1	2	3	4	5
4. In providing this instruction, to what extent did you work as part of an interdisciplinary instructor team?	1	2	3	4	5	1	2	3	4	5
5. To what extent did family members of children with disabilities (consumers of services) participate as part of the instructor team?	1	2	3	4	5	1	2	3	4	5
6. To what extent was the audience interdisciplinary (at least two or more disciplines were well represented)?	1	2	3	4	5	1	2	3	4	5
7. To what extent were experiential activities and modeling/demonstration opportunities provided as part of the instruction?	1	2	3	4	5	1	2	3	4	5
8. To what extent were instructional strategies used for embedding/applying the training ideas to the workplace?	1	2	3	4	5	1	2	3	4	5
9. To what extent were instructional strategies varied and sequenced in ways to support students with different learning needs and styles?	1	2	3	4	5	1	2	3	4	5
10. To what extent did students identify specific ideas/practices that they desired to try in their clinical experiences (an action plan)?	1	2	3	4	5	1	2	3	4	5
11. To what extent was ongoing support, monitoring, or technical assistance provided to students after the course or program ended?	1	2	3	4	5	1	2	3	4	5
12. To what extent was the actual impact of instruction on practices measured or evaluated?	1	2	3	4	5	1	2	3	4	5
13. To what extent was instruction individualized according to the needs of students?	1	2	3	4	5	1	2	3	4	5
14. To what extent was content related to cultural and linguistic diversity infused into your coursework and/or practicum experiences?	1	2	3	4	5	1	2	3	4	5
15. To what extent was a family-centered philosophy infused into your coursework and/or practicum experiences?	1	2	3	4	5	1	2	3	4	5

st *Inservice* Personnel Preparation Activities

his section of the evaluation is designed to gather some baseline data on the *inservice* instruction activities (e.g. workshops, conference presentations, on-site consultation, continuing education, etc.) you have been involved in since *January of 2000 (i.e., the last six months)*.

	None	1 day	2-5 days	6-10 days	11 or more
1. During the last six months approximately how much *inservice* instruction on early childhood intervention topics have you provided? (as measured in days)					

If your answer to the above question was none, please ignore the following questions. If the answer was one day or more, please answer the following questions based on the *inservice* instruction you provided in the last six months.

	How Often?					How important is this practice?				
	Never	Seldom	Sometimes	Usually	Always	Not Important	Somewhat Important	Important	Very Important	Critical
2. To what extent was the instruction you provided coordinated with a state personnel development plan (CSPD, SIP/SIG, etc.)?	1	2	3	4	5	1	2	3	4	5
3. To what extent were certification or licensure credits available to individuals who participated in the instruction you provided?	1	2	3	4	5	1	2	3	4	5
4. In providing this instruction, to what extent did you work as part of an interdisciplinary instructor team?	1	2	3	4	5	1	2	3	4	5
5. To what extent did family members of children with disabilities (consumers of services) participate as part of the instructor team?	1	2	3	4	5	1	2	3	4	5
6. In terms of target audience, to what extent was the instruction "team-based" (included the key practitioners who work together on a team)?	1	2	3	4	5	1	2	3	4	5
7. To what extent was the audience interdisciplinary (at least two or more disciplines were well represented)?	1	2	3	4	5	1	2	3	4	5
8. To what extent were family members involved as participants?	1	2	3	4	5	1	2	3	4	5
9. To what extent was the instruction actively endorsed by administrators?	1	2	3	4	5	1	2	3	4	5
10. To what extent was the instruction actively attended by administrators?	1	2	3	4	5	1	2	3	4	5
11. To what extent were experiential activities and modeling/demonstration opportunities provided as part of the instruction?	1	2	3	4	5	1	2	3	4	5
12. To what extent were instructional strategies used for embedding/applying the new ideas/practices to the workplace?	1	2	3	4	5	1	2	3	4	5
13. To what extent were instructional strategies varied and sequenced in such a way as to support different learning styles, and needs?	1	2	3	4	5	1	2	3	4	5
14. To what extent did participants identify specific ideas/practices that they desired to try in the workplace (an action plan)?	1	2	3	4	5	1	2	3	4	5
15. To what extent was ongoing support, monitoring or technical assistance provided to participants?	1	2	3	4	5	1	2	3	4	5
16 To what extent was actual impact of instruction on practices measured or evaluated?	1	2	3	4	5	1	2	3	4	5
17. How often did you provide handouts/written materials to participants?	1	2	3	4	5	1	2	3	4	5
18. To what extent was content related to cultural and linguistic diversity infused into your training?	1	2	3	4	5	1	2	3	4	5
19. To what extent was a family-centered philosophy infused into your training?	1	2	3	4	5	1	2	3	4	5

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ID# _____ (please use the last four digits of your SS#)   State _____

Six Month Post-Institute Assessment

The **New Scripts** (New Scripts for 21st Century Services: An Innovative Model for Supporting Change and Reform in Interprofessional Preservice Training) project is interested in your responses to the following questions. Please make every effort to complete each question.

Part I. Early Childhood/Early Intervention Content Areas For each of the following content areas, please rate your current level of knowledge and skill.

Content Areas	Current Level of Knowledge and Skill				
	Low		Medium		High
1. Family-centered practices	1	2	3	4	5
2. IFSP/IEP (developing plans with families)	1	2	3	4	5
3. IDEA, laws, and regulations	1	2	3	4	5
4. Inclusion/Natural environments	1	2	3	4	5
5. Service coordination	1	2	3	4	5
6. Cultural diversity	1	2	3	4	5
7. Interdisciplinary teaming	1	2	3	4	5
8. Interagency collaboration	1	2	3	4	5
9. Assessment/Evaluation (gathering information with families)	1	2	3	4	5
10. Transitions	1	2	3	4	5
11. Child development/Early brain development	1	2	3	4	5

Part II. Early Childhood/Early Intervention Systemic Issues For each of the following systemic issues, please provide a rating for your current level of knowledge and skill.

Systemic Issues	Current Level of Knowledge and Skill				
	Low		Medium		High
1. The early childhood/early intervention system in your state	1	2	3	4	5
2. Personnel preparation plans and structures in your state (such as CSPD, career lattice, etc.)	1	2	3	4	5
3. Licensure, certification or credentialing requirements in your state	1	2	3	4	5
4. Program evaluation & monitoring strategies	1	2	3	4	5

Part III. Instructional Approaches for Early Childhood/Early Intervention For each of the following instructional approaches please provide a rating for your current level of knowledge and skill.

Instructional Approaches	Current Level of Knowledge and Skill				
	Low		Medium		High
1. Principles of adult learning	1	2	3	4	5
2. Self-assessment procedures	1	2	3	4	5
3. Families as co-teachers	1	2	3	4	5
4. Cross-discipline co-teaching	1	2	3	4	5
5. Case method of instruction	1	2	3	4	5
6. Team training (training of entire team)	1	2	3	4	5
7. Interactive techniques (e.g., role playing)	1	2	3	4	5
8. Distance education	1	2	3	4	5
9. Consultative approaches	1	2	3	4	5
10. Practica/field experiences in diverse community placements	1	2	3	4	5

11/00 New Scripts Cohort I

1.

Part IV. Past *Preservice* Training Activities

We'd like to learn more about how much you've been involved in preparing students to work with young children and families as part of teaching, co-teaching, practicum experiences, or other preservice efforts.

1. Since June of 2000 (in the last six months), how have you been involved in preparing students to work with young children and families?	___ No involvement * ___ Supervised students ___ Family as faculty	___ Taught or co-taught coursework ___ Participated in practicum ___ Other (please specify)

*If you answered "no involvement", please go directly to Part V. If you had any involvement, , please circle the best answer to the following questions based on your **preservice education** (teaching, co-teaching, supervision, practica) activities of the past six months.

Think about the *preservice education* you provided.	Never	Seldom	Sometimes	Usually	Always
2. To what extent was it coordinated with a state personnel development plan?	1	2	3	4	5
3. To what extent were certification or licensure credits available to students?	1	2	3	4	5
4. To what extent did you work as part of an interdisciplinary teaching team?	1	2	3	4	5
5. To what extent were family members of children with disabilities part of the teaching team?	1	2	3	4	5
6. To what extent were the students interdisciplinary (i.e., representatives from two or more disciplines)?	1	2	3	4	5
7. To what extent were active learning approaches (experiential activities, modeling, demonstrations) used?	1	2	3	4	5
8. To what extent were strategies for embedding or applying new ideas in practical work settings included?	1	2	3	4	5
9. To what extent were activities varied and sequenced to support students with different learning styles?	1	2	3	4	5
10. To what extent did students develop action plans for specific ideas to try in practical work settings?	1	2	3	4	5
11. To what extent was ongoing support, monitoring, or technical assistance provided to students afterwards?	1	2	3	4	5
12. To what extent was the impact of instruction on the practices of students measured or evaluated?	1	2	3	4	5
13. To what extent was the instruction individualized according to the needs of students?	1	2	3	4	5
14. To what extent was content related to cultural and linguistic diversity included?	1	2	3	4	5
15. To what extent was a family-centered philosophy infused in all experiences?	1	2	3	4	5

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Part V. Past *Inservice* Training Activities

We'd like to learn more about how much you've been involved in training people who work with young children and families as part of workshops and presentations.

1. Since June of 2000 (in the last six months), how much time have you spent training people who work with young children (0-9) and families?	___ No time* ___ 1 day ___ 2-5 days ___ 6 -10 days ___ 11 or more days

*If you answered "no time", please ignore the remaining questions. If you had any involvement, please answer the following questions based on your *inservice training* (workshops, presentations, consultation, staff development) activities of the past six months.

Think about the *inservice training* you provided.	Never	Seldom	Sometimes	Usually	Always
2. To what extent was it coordinated with a state personnel development plan?	1	2	3	4	5
3. To what extent were certification or licensure credits available to the participants?	1	2	3	4	5
4. To what extent did you work as part of an interdisciplinary training team?	1	2	3	4	5
5. To what extent were family members of children with disabilities part of the training team?	1	2	3	4	5
6. To what extent did the participants include groups that work together?	1	2	3	4	5
7. To what extent were particpants interdisciplinary (i.e., good representation from two or more disciplines)?	1	2	3	4	5
8. To what extent were family members involved as participants?	1	2	3	4	5
9. To what extent was the training actively endorsed by administrators?	1	2	3	4	5
10. To what extent was the training actively attended by administrators?	1	2	3	4	5
11. To what extent were active learning approaches (experiential activities, modeling, demonstration) used?	1	2	3	4	5
12. To what extent were strategies for embedding or applying new ideas in practical work settings included?	1	2	3	4	5
13. To what extent were activities varied and sequenced to support students with different learning styles?	1	2	3	4	5
14. To what extent did participants develop action plans for specific ideas to try in practical work settings?	1	2	3	4	5
15. To what extent was ongoing support, monitoring, or technical assistance provided to participants afterwards?	1	2	3	4	5
16. To what extent was the impact of the training on the practices of participants measured or evaluated?	1	2	3	4	5
17. To what extent were handouts and written materials provided to participants?	1	2	3	4	5
18. To what extent was content related to cultural and linguistic diversity included?	1	2	3	4	5
19. To what extent was a family-centered philosophy infused in all experiences?	1	2	3	4	5

3.

Part V. Past *Inservice* Training Activities

We'd like to learn more about how much you've been involved in training people who work with young children and families as part of workshops and presentations.

1. Since June of 2000 (in the last six months), how much time have you spent training people who work with young children (0-9) and families?	___ No time* ___ 6-10 days	___ 1 day ___ 11 or more days ___ 2-5 days

*If you answered "no time", please ignore the remaining questions. If you had any involvement, please answer the following questions based on your *inservice training* (workshops, presentations, consultation, staff development) activities of the past six months.

Think about the *Inservice training* you provided.	Never	Seldom	Sometimes	Usually	Always
2. To what extent was it coordinated with a state personnel development plan?	1	2	3	4	5
3. To what extent were certification or licensure credits available to the participants?	1	2	3	4	5
4. To what extent did you work as part of an interdisciplinary training team?	1	2	3	4	5
5. To what extent were family members of children with disabilities part of the training team?	1	2	3	4	5
6. To what extent did the participants include groups that work together?	1	2	3	4	5
7. To what extent were participants interdisciplinary (i.e., good representation from two or more disciplines)?	1	2	3	4	5
8. To what extent were family members involved as participants?	1	2	3	4	5
9. To what extent was the training actively endorsed by administrators?	1	2	3	4	5
10. To what extent was the training actively attended by administrators?	1	2	3	4	5
11. To what extent were active learning approaches (experiential activities, modeling, demonstration) used?	1	2	3	4	5
12. To what extent were strategies for embedding or applying new ideas in practical work settings included?	1	2	3	4	5
13. To what extent were activities varied and sequenced to support students with different learning styles?	1	2	3	4	5
14. To what extent did participants develop action plans for specific ideas to try in practical work settings?	1	2	3	4	5
15. To what extent was ongoing support, monitoring, or technical assistance provided to participants afterwards?	1	2	3	4	5
16. To what extent was the impact of the training on the practices of participants measured or evaluated?	1	2	3	4	5
17. To what extent were handouts and written materials provided to participants?	1	2	3	4	5
18. To what extent was content related to cultural and linguistic diversity included?	1	2	3	4	5
19. To what extent was a family-centered philosophy infused in all experiences?	1	2	3	4	5

3.

ID# _____
(Please use last 4 digits of your Social Security number)

Survey of Interdisciplinary Activities

Purpose:

*The purpose of this survey is to gather information about higher education faculty members' interdisciplinary activities and attitudes about these activities **prior to participating in this institute**. All parts of this questionnaire refer to your* *current responsibilities in your role as a university faculty member, instructor, or affiliate.*

I. Are you affiliated with a college or university? (Please indicate by checking (yes) or (no) below.)

_____ Yes   _____ No

If yes, please proceed to II.

If no, please do not proceed with the questionnaire because the questions will not be relevant to your activities. However, we are very interested in any comments you would like to make about interdisciplinary collaboration in colleges and universities. A space is provided below for any comments you wish to make. Please turn in this page to us.

THANK YOU FOR YOUR HELP.

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Comments:




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II. General Faculty Activities

A. Listed on the next page are some job-related activities in which you may be involved. For each activity please give two estimates. First, estimate the percentage of time from your average work week that you devote to each activity. If you do not devote any time to this activity, please put 0%. Second, estimate the percentage of time from your average work week that you spend in these same activities with faculty from disciplines different from you own. Both estimates should reflect an average work week during the regular academic year (not summer). Keep in mind that these items do not necessarily represent all activities in which you may be involved and that you might not be involved in some of the activities. An example is provided on the next page to clarify these instructions.

EXAMPLE:

Total percentage of hours of average week	Percentage of hours during average week with faculty from other disciplines	Activity
*50%	**5%	1. Preservice Teaching

*This indicates that 50% of your **total work time** is devoted to preservice. In other words, if you work 40 hours a week, 20 hours are devoted to preservice

This indicates that 5% of your **total work time is devoted to working with other disciplines on preservice teaching. In other words, if you work 40 hours a week, 2 hours per week is devoted to preservice activities with other disciplines.

Total percentage of hours of average week	Percentage of hours during average week with faculty from other disciplines	Activity
_____%	_____%	1. Preservice Teaching: Including teaching, course preparation, undergraduate and graduate course packs, developing practicum supervision, student observations, student advising, and student committees.
_____%	_____%	2. Inservice Teaching: Including time spent in and preparing site for teaching, workshops, technical assistance, and on-site consultation designed to bring practicing professionals up to date on recommended practices.
_____%	_____%	3. Research: Including generating ideas, designs and experiments, writing grants, collecting and analyzing data, and writing articles.
_____%	_____%	4. Consultation: Including formal and informal information sharing with other higher education faculty, service for or involvement in professional organizations and state or professional agencies, boards etc.
_____%	_____%	5. Curriculum Development: Including developing and disseminating preservice and inservice training modules and other training materials for others to use (but not developing course packs-under #1).
_____%	_____%	6. Administrative Activities: Including, but not limited to, departmental and university level committee meetings (not student committees).

III. Past and Present Involvement in Interdisciplinary Faculty Collaboration

A. Have you ever been involved in interdisciplinary collaboration with other faculty? (Please check one)

Yes____ No____

If yes, please answer B & C. If no, skip to D.

B. For how many years have you been involved in interdisciplinary collaboration with other faculty?_____

C. How did you first become involved in interdisciplinary collaboration? **Please check one.**

1. _____ through an undergraduate or graduate training experience.

2. _____ through a work experience.

3. _____ other. Please describe _____

D. How supportive is the university where you hold your primary faculty appointment of interdisciplinary collaboration?
Please circle one:

1	2	3	4	5
not supportive		somewhat supportive		very supportive

E. How supportive is the primary context or unit in which you work (e.g. department, UAP) of interdisciplinary collaboration?
Please circle one:

1	2	3	4	5
not supportive		somewhat supportive		very supportive

F. In your primary work setting how open and interested in interdisciplinary collaboration are faculty members from other disciplines?
Please circle one:

1	2	3	4	5
not supportive		somewhat supportive		very supportive

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IV. Barriers & Facilitators

A. **Please rate the extent to which each of the following either helps or hinders you from pursuing interdisciplinary collaborative activities with other faculty?** (Please CIRCLE one number on each scale.)

1. Colleagues (such as their time, interest, attitudes, etc.)

1	2	3	4	5
hinders a lot	hinders somewhat	neutral	helps somewhat	helps a lot

2. Resources (such as presence or absence of funding, time, etc.)

1	2	3	4	5
hinders a lot	hinders somewhat	neutral	helps somewhat	helps a lot

3. Policies (such as tenure, promotion, credit hours, etc.)

1	2	3	4	5
hinders a lot	hinders somewhat	neutral	helps somewhat	helps a lot

4. Physical structures (such as location, proximity of other disciplines, etc.)

1	2	3	4	5
hinders a lot	hinders somewhat	neutral	helps somewhat	helps a lot

5. Organizational structures (existing committees, etc.)

1	2	3	4	5
hinders a lot	hinders somewhat	neutral	helps somewhat	helps a lot

6. Leadership (such as time, interests, attitudes of Deans, chairs, administration, etc.)

1	2	3	4	5
hinders a lot	hinders somewhat	neutral	helps somewhat	helps a lot

7. Climate (such as philosophy, traditions, etc.)

1	2	3	4	5
hinders a lot	hinders somewhat	neutral	helps somewhat	helps a lot

8. Your own beliefs and experiences in interdisciplinary collaboration

1	2	3	4	5
hinders a lot	hinders somewhat	neutral	helps somewhat	helps a lot

B. From the items above (#1-8), please indicate the TOP BARRIER & TOP FACILITATOR to interdisciplinary collaboration by putting the number of the item you select (#1-8) in the space provided below. If you think the top barrier & top facilitator is not in the list, please leave that space blank. Please write in your response in the other spaces provided.

Top Barrier _____   _____
          (1-8)   (other)

Top Facilitator _____   _____
          (1-8)   (other)

THANK YOU

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ID #_____

(Please use last 4 digits of your Social Security Number)

Survey of Interdisciplinary Activities
Six-Month follow-Up

The purpose of this survey is to gather information about any changes over the last six months in higher education faculty members' interdisciplinary activities. All parts of this questionnaire refer to your current responsibilities in your role as a university faculty member, instructor, or affiliate.

I. **Are you affiliated with a college or university?** (Please check one.)
   _____ Yes   _____ No

   If yes, please proceed to Question II.

   If no, please *do not* proceed with the questionnaire because it will not be relevant to your activities; however, we are very interested in any comments you would like to make about interdisciplinary collaboration in colleges and universities. A space is provided below for any comments. Please turn in this page to us.

   Thank you for your help!

   Comments:

New Scripts Cohort 1 (11/00)

II. General Faculty Activities

Listed below are some job-related activities in which you may be involved. For each activity, please give two estimates: **First, estimate the percentage of time from your average work week that you devote to each activity.** If you do not devote any time to this activity, please put 0%. **Second, estimate the percentage of these same work week hours that you spend in these same activities with faculty from disciplines different from your own.** Both estimates should reflect an average work week during the regular academic year (not summer). Please do not leave any space blank. An example is provided to clarify these instructions.

Col. A. Total percentage of hours of **average week**	Col. B Percentage of hours during average week with faculty from **other disciplines**	**Activity**
*50%	**5%	1. Preservice Training

*This indicates that 50% of your **total work time** is devoted to preservice teaching regardless of the number of hour you work each week. If you work 40 hours per week, 20 hours are devoted to preservice. If you work 60 hours, 30 are to preservice. Column A total should equal 100%.

This indicates that 5% of this same **total work time (50%) is devoted to working with other disciplines on preservice training. If you work 40 hours per week, 2 hours are devoted to preservice activities with other disciplines. If you work 60 hours, 3 hours per week are devoted to preservice activities with other disciplines. "The value for Column B should never be greater that the value entered in Column A."

A Total	B With Faculty from other Disciplines	
____%	____%	1. Preservice Teaching Including teaching, course preparation, undergraduate and graduate course packs, developing practicum supervision, student observations, student advising, and student committees.
____%	____%	2. Inservice Teaching Including time spent preparing and implementing workshops technical assistance, and on-site consultation designed to bring practicing professionals up to date on recommended practices.
____%	____%	3. Research Including generating ideas, designs and experiments, writing grants, collecting and analyzing data, and writing articles.

A	B
Total	With Faculty from other Disciplines
____%	____%

4. Consultation
Including formal and informal information sharing with other higher education faculty, service for or involvement in professional organizations and state or professional agencies, boards, etc.

____%	____%

5. Curriculum Development
Including developing training programs, preservice and inservice training modules and other training materials for others to use (but not developing course packs listed under #1).

____%	____%

6. Administrative Activities
Including, but not limited to, departmental and university level committee meetings (not student committees).

____%	____%

7. Other
Please specify

_____

____%	____%

TOTAL Total of column A should equal 100%. Total of Column B should be equal to or less than 100%.

III. Support for Interdisciplinary Faculty Collaboration

	Levels of Support			
Not Supportive		Somewhat Supportive		Very Supportive

1. How supportive is the university where you hold your primary faculty appointment of interdisciplinary collaboration?

1	2	3	4	5

2. How supportive is the primary context or unit in which you work (e.g., department, UAP) or interdisciplinary collaboration?

1	2	3	4	5

3. In your primary work setting how open and interested in interdisciplinary collaboration are faculty members from other disciplines?

1	2	3	4	5

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IV. Barriers & Facilitators

A. Please rate the extent to which each of the following either **helps** or **hinders** you from pursuing interdisciplinary collaborative activities with other faculty.

Please circle only one number for each question.

	Hinders a Lot	Hinders Somewhat	Neutral	Helps Somewhat	Helps a Lot
1. Colleagues (such as their time, interest, attitudes, etc.)	1	2	3	4	5
2. Resources (such as presence or absence of funding, time, etc.)	1	2	3	4	5
3. Policies (such as tenure, promotion, credit hours, etc.)	1	2	3	4	5
4. Physical structures (such as location, proximity of other disciplines, etc.)	1	2	3	4	5
5. Organizational structures (existing committees, etc.)	1	2	3	4	5
6. Leadership (such as time, interest, attitudes of deans, chairs, administration, etc.)	1	2	3	4	5
7. Climate (such as philosophy, traditions, etc.)	1	2	3	4	5
8. Your own beliefs and experiences in interdisciplinary collaboration	1	2	3	4	5

A. From the items above, please indicate the top barrier and top facilitator to interdisciplinary collaboration by putting the number of the item (1-8) in the space provided below. If you think the top barrier or top facilitator is not on the list, please leave that space blank, but please write in your response in the "other" spaces provided.

Top Barrier _____   _____
       (1-8)   (other)

Top Facilitator _____   _____
       (1-8)   (other)

Thank you!