



FINAL REPORT

Nebraska Early Development Network
Professional Upgrade Partnership with the
University of Nebraska-Lincoln

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Nebraska Early Development Network and University Nebraska-Lincoln Professional Upgrade Partnership (EDN-NU-PUP)

Rationale and plan

The need for qualified services coordinators and practitioners in early intervention programs is greater than ever, given the increased identification of young children with special needs under age 3 years and the advances in medical and intervention technologies. Earlier identification of autism is more common due to national attention on the exploding numbers of children receiving this diagnosis and the publicized case studies of successful interventions. Chronic respiratory and cardiac problems can challenge families personally and financially if their children were born prematurely and spent extended time in a Neonatal Intensive Care Unit. Hearing losses identified now through newborn hearing screenings have led to earlier amplification and the advancement of improved cochlear implants for more young children. Non-specific developmental delays have always been associated with populations of children living in poverty, foster care and/or familial abuse /neglect. It is estimated that 47% of infants and toddlers entering foster homes each year have developmental delays or are at high risk for neurodevelopmental problems (Rosenberg, et al., 2006). National data on CAPTA referrals suggest that 39% of the children under age 3 referred to early intervention have at least five risk factors associated with poor developmental outcomes and school success (Stahmer, 2005). In Nebraska in 2017, 2,063 children under age 3 were identified with a developmental delay or specific disability (Early Development Network, 2017).

Services coordinators and practitioners (Early Childhood Educators, Teachers of the Deaf, Vision Specialists, Speech-language Pathologists, Physical and Occupational Therapists, Psychologists) in early intervention programs for children under age three years with disabilities need to be aware of these trends and advances. Some of these professionals working today in Nebraska's Early Development Network (N-EDN) had little to no college preparation for the service/support roles they play with families and these very young children. Furthermore, family systems theory, typical/atypical infant/toddler development, medical advances and family-focused, evidence-based interventions are not commonly addressed in many of the preparation programs in human services, but instead provide a more generalist and life-span perspective. Focused and ongoing professional development is essential to assure families that Nebraska's EDN services coordinators and practitioners are providing high quality, evidence-based supports/services that reflect the most recent trends in our field. But professional development activities are time-consuming and expensive. More specifically, they are challenging to orchestrate at a state level, given the geography and time zones such as we have in Nebraska. Concentrated training with adequate technical assistance/follow-up are taxing state budgets and personnel because of the range of skills and knowledge each professional brings to the job at the time of hiring.

Additionally, the range of experience represented on Individualized Family Service (IFSP) Teams, from novice to 20+ year veteran, makes planning professional development events tricky. The use of distance technologies and university-based coursework offered Nebraska an opportunity to upgrade their EDN professionals with easy access to a breadth of foundational information and skilled instructors who can facilitate skill development to a desired entry-level competence. Distance education technologies and pedagogies have become common-place at the University of Nebraska-Lincoln with the faculty in Department of Special Education and Communication Disorders, providing a leadership role. Furthermore, faculty expertise in the field of early intervention makes UNL a logical player in Nebraska's efforts to upgrade its EDN personnel. UNL offers the only graduate-level coursework in early intervention in the state.

This project aimed to support professional development by offering tuition waivers for approximately 25 EDN services coordinators and practitioners to complete one or two courses between January and August 2019 for courses at UNL delivered via distance education

technologies. All participants were employed with a Nebraska Educational Service Unit, School District, or contracting agency and have assignments with the Nebraska EDN and families and children with IFSPs. Tuition waivers were provided for selected participants to enroll in SPED 861 Infants with Disabilities and Home Visiting (Spring 2019) and SPED 863 Medically Fragile Infants (Summer 2019). These participants were recruited on a) years of employment in EDN, and b) reported lack of college coursework in work with infants with disabilities and medical issues in young children with disabilities. No degree or new endorsements were awarded to the participants, although they could use the credits toward a UNL degree/credential if they choose to continue their studies at their own expense. This university-based professional development program is intended to enhance Nebraska EDN's abilities to meet the needs of families and young children with developmental delays and disabilities and enhance the collaboration between services coordinators, practitioners, and families on IFSP teams.

Process and recruitment

The flyer seeking applicants was emailed to EDN services coordinators and providers on 9/19/18. Appendix A contains a copy of the advertisement. Due to the high number of applicants (84), the application portal was closed on 10/18/18. Applicants needed to meet the following criteria to be accepted: (a) be interested in all three course offerings, (b) be missing coursework in one or more areas (i.e., child development, home visiting, working with infants and families) and (c) have already obtained a bachelor's degree in any field. Incomplete applications were omitted.

Forty-four students met acceptance criteria; therefore, applications were reviewed through a second round. Participants that reported: (a) no coursework in working with children birth to three and (b) missing coursework in more than one area mentioned previously) were identified. Several students were only interested in taking one of the two courses. After this review, 27 students were contacted to determine if they were interested in taking one or two courses (depending on interest). Applicants that were not accepted were sent an email from the project coordinator. This email provided a link to a survey which asked if they were interested in being contacted when future course waiver opportunities were offered. The total number of funded applications are described in Table 1 below.

Each applicant received a letter via email from the project director, indicating acceptance or rejection into the project (see Appendix B). Participants were invited to respond by completing an acceptance form signed by the participant and supervisor. By signing this acceptance letter, the participant agreed to pay a \$50 application fee, purchase textbooks associated with the course and work towards a letter grade of at least a B-. Each participant was informed that a letter grade of lower than a B- may lead to removal from future course offerings.

Funded applicants

Twenty-five students across both courses completed coursework. Twenty participants completed SPED 861 Infants with Disabilities and Home Visiting, and nineteen participants completed SPED 863 Medically Fragile Infants. Eleven professionals in the special instruction role, two occupational therapists, six service coordinators, and six speech-language pathologists completed the coursework.

See Table 1 for a description of the role of each participant in early intervention, location, PRT, and the course or courses she completed. The role "special instruction" refers to the teacher serving children and families in early intervention. The title for the role of special instruction varied across participants (e.g., early childhood special education teacher, early childhood coach, early intervention provider).

Six of the students that completed SPED 861 did not take SPED 863 due to a lack of interest or that have already completed the course in the past. The breakdown of participants in SPED 861 included six service coordinators, nine special instruction providers, one occupational therapist, and four speech-language pathologists. Five additional students started and then withdrew from the course (two participants serving the role of special instruction and three services coordinators). See Table 2 for a description of SPED 861 participants.

Five of the students that completed SPED 863 did not participate in SPED 861; therefore, they were new to the project in the summer of 2019. The breakdown of participants in SPED 863 included five services coordinators, seven special instruction providers, two occupational therapists, and five speech-language pathologists. No students withdrew from SPED 863. See Table 3 for a description of SPED 863 participants.

Table 1.

EDN-NU-PUP Participant descriptions

#	EARLY INTERVENTION ROLE	LOCATION	PRT #	COURSE COMPLETED
1	Special Instruction	South Sioux City	1	861
2	Special Instruction	Bennington	3	861, 863
3	Special Instruction	Axtell	3	861, 863
4	Special Instruction	Columbus	7	861, 863
5	Special Instruction	Columbus	7	861
6	Special Instruction	Cozad	10	861
7	Special Instruction	Omaha	19	861
8	Special Instruction	Omaha	19	861, 863
9	Special Instruction	Grand Island	26	863
10	Special Instruction	Grand Island	26	863
11	Special Instruction	North Platte	27	861, 863
12	Occupational Therapist	Scottsbluff	13	863
13	Occupational Therapist	Bellevue	20	861, 863
14	Services Coordinator	Omaha	3	861
15	Services Coordinator	Geneva	6	861, 863
16	Services Coordinator	Kearney	10	861, 863
17	Services Coordinator	Kearney	20	861, 863
18	Services Coordinator	Ralston	24	861, 863
19	Services Coordinator	Elkhorn	25	861, 863
20	Speech Language Pathologist	Elmwood-Murdock	3	863
21	Speech Language Pathologist	Gretna	3	861, 863
22	Speech Language Pathologist	Millard	3	861
23	Speech Language Pathologist	Columbus	7	861, 863
24	Speech Language Pathologist	Cozad	10	861, 863
25	Speech Language Pathologist	Grand Island	26	863

Table 2.

SPED 861 Infants with disabilities and home visiting participant descriptions

EARLY INTERVENTION ROLE	TOTAL (n = 20)	LOCATION	PRT #
Services Coordinator	6	Omaha, Ralston, Kearney, Elkhorn, Geneva, Bellevue	3, 6, 10, 20, 24, 25
Special Instruction	9	Cozad, Columbus, South Sioux City, Omaha, Bennington, North Platte, Axtell	1, 3, 7, 10, 19, 27
Occupational Therapist	1	Bellevue	20
Speech Language Pathologist	4	Millard, Gretna, Columbus, Cozad	3, 7, 10

Table 3.

SPED 863 Medically fragile infants participant descriptions

EARLY INTERVENTION ROLE	TOTAL (n = 19)	LOCATION	PRT #
Services Coordinator	5	Bellevue, Elkhorn, Geneva, Kearney, Ralston	6, 10, 20, 24, 25
Special Instruction	7	Axtell, Bennington, Columbus, Grand Island, North Platte, Omaha (2)	1, 3, 7, 19, 26, 27
Occupational Therapist	2	Scottsbluff, Bellevue	13, 20
Speech Language Pathologist	5	Grand Island (2), Elmwood-Murdock, Columbus, Gretna, Cozad	3, 7, 10, 26

Results

Across both courses, 25 students completed coursework. All students received a grade of B or higher. Participants who completed their courses were awarded a letter of congratulations and a Certificate of Completion (see Appendix C). In addition, the EDN supervisors of each participant were informed by email of the EDN employees' recent professional development activities at the University of Nebraska-Lincoln.

Budget

The completed project did not exceed the proposed budget of \$81,334.00. The project ended with a balance of \$6,249.79. Each course costs \$1,267.00 in the spring and summer

sessions. This included \$1080.00 for in-state graduate tuition plus \$116.00 in fees for distance education, technology, and library support. Appendix D provides a copy of the proposed expenses and a spreadsheet of final cost. All participants were directed to register for the distance education section of each course to control for costs. Two participants were billed the out-of-state rate in the spring semester. It was identified that only one of these students lived out-of-state. For the summer semester, that student was deemed ineligible as this project was only provided to participants that lived in-state. All participants paid the \$50 registration fee per semester and any costs associated with textbooks.

Course Evaluations

All students in the UNL courses are asked to provide feedback regarding the quality of instruction and course organization. Table 4 below provides a rating of the two courses EDN participants completed. These are ratings from all students that completed the optional course evaluation. It is possible that the EDN-NU-PUP students did not complete the evaluation below because it is anonymous. This rating is based on a 5 point scale with 1 = poor and 5 = excellent. The UNL courses received high ratings from students.

Table 4.

Participant ratings of UNL courses and instructors

TERM	COURSE	MEAN OVERALL RATING	INSTRUCTOR
Spring 2019	SPED 861 Infants with Disabilities and Home Visiting (n = 19)	3.42 / 5 (SD = 1.14)	Dr. Johanna Taylor
Summer 2019	SPED 863 Medically Fragile Infants (n = 5)	5 / 5 (SD = 1.0)	Dr. Kerry Miller

Follow-up Surveys

In exchange for the tuition and fees, participants along with their EDN supervisors, agreed to arrange for a sharing of newfound knowledge or skills with EDN colleagues following completion of the UNL courses. A survey was sent via email to the participants. The survey asked participants to comment on the value of the UNL course offerings and a description of how they shared newfound knowledge and skills with their EDN colleagues. A similar survey was sent to the EDN Supervisors. Appendix F contains a copy of each survey.

Participant Reports of Post-training Competence. All participants completed surveys providing feedback on their experiences with the coursework. Students rated each course outcome through a rating of their confidence in each course objective area (how prepared do they feel after taking the courses). The rating scale ranged from one to five, with five being the most confident. Results indicated students believed they were prepared in the areas noted in the course objectives. Students also reported both courses improved their skills as an Early Intervention provider or services coordinator. See Table 5, 6, and 7 for confidence rating results.

Sharing of Newfound Knowledge. Participants agreed to share newfound knowledge obtained through the completion of the UNL courses with colleagues in their EDN team. Participants reported their sharing sessions were well-received and commented about the interest colleagues showed for the content shared and its application to their job. Participants reported sharing and using the information during team meetings, IFSP meetings, and “lunch and learn” activities. Some reported discussing changes that needed to be made to their program based on the coursework. A few students also reported being able to collaborate and better understand team

members. Others indicated they were better able to implement the transdisciplinary approach with their team members. Detailed feedback is provided in Appendix G.

Table 5.

SPED 861 Infants with disabilities and home visiting participant survey results

COURSE OBJECTIVES (n = 20)	MEAN RATING
<u>Define</u> the key principles for providing early intervention services in the home with families.	4.3
<u>Assess</u> child and parent strengths, needs, and interactions to determine instructional targets and strategies	4.4
<u>Apply</u> an evidence-based coaching framework to teach parents and monitor progress in one of the following areas (play skills, communication skills).	4.6
<u>Demonstrate</u> teamwork to determine parent/child strengths, needs, and instructional targets, measurable IFSP outcomes, and strategies.	4.7
<u>Describe</u> family priorities, strengths, and desires relative to a child's development.	4.5

Table 6.

SPED 863 Infants with disabilities and home visiting participant survey results

COURSE OUTCOMES (n=19)	MEAN RATING
<u>Identify</u> functional outcomes for medically fragile infants.	4.2
<u>Observe</u> an infant and <u>report</u> on the child's behaviors and development.	4.3
<u>Write</u> a developmental care plan (DCP) for an infant transitioning from the NICU to the home environment.	3.8

Table 7.

Participant professional competence rating

COURSE	MEAN RATING
SPED 861 Infants with Disabilities and Home Visiting improved my skills as a professional working in the Early Development Network.	4.3
SPED 863 Medically Fragile Infants improved my skills as a professional working in the Early Development Network.	4.3

Messages for NDE and UNL. Participants offered NDE and UNL high praise for sponsoring the EDN-NU-PUP project. Testimonials point to the benefits of the EDN workforce that accrued from the completion of the course(s). Participants reported they had been interested in coursework and needed tuition support. These waivers provided EDN services coordinators and providers with the opportunity to advance their training and education. The few negative comments provided were related to the design of the online courses and a desire for fewer requirements in graduate courses.

Supervisor Reports of Provider or Services Coordinator Competence. Supervisors completed a total of 13 surveys (52%). Supervisors were asked to their supervisees' performance on the

course outcomes (did the supervisees' performance improve after taking the course). The rating scale provided three choices – no change in performance, stronger performance, or much stronger performance. Results indicated supervisors believed the performance was stronger or much stronger in most areas after taking the coursework. Supervisors also reported on their agreement to the following statement: The provider/services coordinator has improved their skills as a professional working in the Early Development Network by taking the EDN-NU-PUP coursework in the spring and summer. Supervisors responded they *strongly agreed* to this statement for five supervisees and *agreed* for eight supervisees. The supervisors were also asked to share how the supervisee disseminated the content to team members, considerations for future course offerings, how the content helped the supervisee, and professional development topics it would be helpful to include in the future. Most supervisors omitted these questions and did not respond. The responses that were gathered are located in Table 8 and 9.

Table 8.

Supervisors rating of supervisee performance related to course objectives

PERFORMANCE AREA RATED (n = 13)	MUCH STRONGER	STRONGER	NO CHANGE
Defining key principles for providing early intervention services in the home with families	1	12	0
Assessing child and parent strengths, needs, and interactions to determine instructional targets and strategies.	2	11	0
Applying an evidence-based coaching framework to teach parents and monitor progress in one of the following areas (play skills and communication skills).	2	11	0
Demonstrating teamwork to determine parent/child strengths, needs, and instructional targets, measurable IFSP outcomes, and strategies.	3	10	0
Describing family priorities, strengths, and desires relative to a child's development.	3	10	0
Identifying functional outcomes for medically fragile infants.	3	10	
Observing an infant and reporting on the child's behaviors and development	2	10	1
Writing a developmental care plan for an infant transitioning from the NICU to the home environment	2	10	1

Table 9.
Supervisor responses to open-ended feedback questions

FEEDBACK AREA	RESPONSE
Supervisee shared information	<p>[Supervisee] requested to share Medically Fragile and prematurity information at our early childhood meeting so she is on the agenda to do that</p> <p>One on one</p> <p>During team collaboration meetings</p> <p>Small group meetings with the other SCs who were newer to EDN SC.</p>
Considerations for the future	<p>Our ESU offers a mentoring program because almost all of the people arriving newly out of college have little to no knowledge of evidence-based practices in early intervention. From what [supervisee] has said, these classes have contained many components that most undergrad and graduate classes have not had before</p> <p>[Supervisee] shared that she would like a strong focus on regulations and tools.</p> <p>Consider classes that focus on the specific role of the services coordinator.</p> <p>[Supervisee] shared that while it was good information, some of it was not new information for someone who had been doing the job for a while. She thought it would be beneficial to brand new SCs.</p>
Additional comments or feedback	<p>My ratings of stronger for [supervisee] are based on the fact that she was already proficient in many areas before taking the class, so improvement doesn't look as huge as someone who was not using the practices as all.</p> <p>[Supervisee] gained knowledge about Medically Fragile Infants and things to consider when working with these families.</p> <p>The course helped [supervisee] get a preview of the Getting Ready Home Visitation and helped her to understand better the GOLD data her team uses.</p>
Professional development topics	<p>Service delivery options and benefits – family assessment – functional and meaningful goal writing</p> <p>Evidence-based interventions for early childhood</p>

GOAL RESULTS

Below are the results for the six goals that were identified in the EDN-NU-PUP proposal.

Goal 1: Participants will complete one to two UNL-ECSE courses during the Spring 2019 and Summer 2019 semesters with letter grades of B- or better.

As shown in Table 10 below, all students received above grade of B- or better in both courses. In SPED 861, one student (services coordinator) earned a B grade. In SPED 863, three students (two services coordinators and one speech-language pathologist) earned a B grade.

Table 10. *Participants average and range grade*

COURSE GRADES	MEAN	RANGE
SPED 861 Infants with Disabilities and Home Visiting (n = 20)	95.1%	84.79 – 99.28%
SPED 863 Medically Fragile Infants (n = 19)	94.0%	87.04 – 97.68%

Goal 2: Participants will learn the steps to completing a Routines Based Interview (RBI) and will demonstrate the ability to complete with at least one family.

Due to issues that occurred related to video recording (i.e., use of TORSH set-up delayed), students were unable to record interviews with families for instructor review. Instead, each student was required to interview a family as part of an Assessment report assignment. Assessment reports were submitted and graded to provide student performance data on this goal. The following criteria were used to grade the Assessment report:

- Describe at least four child and family routines within the day (should be routines with notable areas that are challenging in the family caring for their child with a disability).
- To receive full points (5) address: child's independence (level of support needed within routines), challenges, and social relationships in these routines. Please end with a paragraph that summarizes "Routine Strengths, Needs & Challenges in Caring for and Raising this Child."

Results indicate that students learned to conduct a family interview that identified routine strengths, needs/challenges for the families as well as the level of independence within daily routines. The mean grade was 4.7/5.0 (94%), with a range of 4.0 – 5.0 (90 – 100%).

Goal 3: Participants will learn to write functional, participation-based desired outcomes for two families and children based on assessment data collected for these children/families.

Please note that changes were made to this goal due to the assessment of student performance. A pre-test was completed before students began learning content related to writing functional outcomes. More than fifty percent of the students in the course wrote outcomes that did not meet criteria. The instructor modified the criteria for this assignment, so students focused primarily on child outcomes. All students were provided with other opportunities to practice writing general family targets (in SPED 861) and general child outcomes (in SPED 863).

All students learned to write two functional, participation-based desired outcomes after completing the instructional module in SPED 861. On the pre-test, the mean score was 3.75/5 (75% correct). After completion of the module, the average increased to 4.57/5 (91%) on the post-test

embedding within the Assessment report assignment. The rubric for outcome statements aligned with the EDN outcome quality checklist and included: (a) emphasis on routine, (b) observable indicator, (c) clearly defined time frame for completion, (d) use of family words (jargon-free), and (e) link to family priorities. Students with lower ratings received these scores due to their outcome statements being not measurable or realistic. On the pre-test, only two students wrote outcome statements that did not include the family routine, which indicates most had previous knowledge of the components of a quality outcome statement.

Goal 4: Participants will learn the structure and elements of a quality home visit.

All students learned to write a home visit plan that included the elements of a quality home visit, as evidenced by all students receiving 100% on Home Visit plan #2. Scores on Home Visit plan #1 were similar but slightly lower (see Table 11). The components of a quality home visit plan included:

- **Opening:** establish, re-establish the partnership, discuss strengths/concerns, discuss observations/information since the last visit
- **Main agenda:** evidence-based strategy, IFSP outcome statement addressed, routine, parent-provider roles
- **Determine practice opportunities for the visit:** daily routines/activities, spontaneous teaching opportunities, back-up planned activities
- **Dyadic and triadic behaviors** for caregiver and coach
- **Data collection** and documentation
- **Caregiver use of strategies and communication** in-between visits
- **Closing:** questions, the approximate duration of closing, scheduling of next visit

Participants did well with identifying caregiver/provider dyadic and triadic behaviors; they generally identified evidence-based strategies that the caregiver could implement when the provider was not present. A review of home visit plans indicates that participants need to be provided with additional training on how to monitor and document progress when working with families in the home. Additionally, participants had some difficulty identifying activities for the parent to use in-between home visits.

Table 11.

Goal 4 Participants learn the structure and elements of quality home visit

ASSIGNMENT	AVERAGE GRADE	RANGE
Quality home visit #1	90% 13.4/15	80 – 100% (12 – 15 pts)
Quality home visit #2	100% 15/15	100% (15 – 15 pts)

Goal 5: Participants will learn evidence-based strategies for advancing the effectiveness of parent-child interaction.

Student performance related to Goal 5 was based on the Home Visit Plan #1 and #2 assignments. Students were asked to document three evidence-based strategies they planned to teach the caregiver to implement. The instructor modified the assignment to meet the request of services coordinators to increase applicability to their specific work. Therefore, 17 students completed Home Visit Plan #1 and 16 completed Home Visit Plan #2. Service coordinators completed a

different plan that did not include components related to the use of EBP with caregivers. Strategies included were graded based on a 1 to 3 scale (1 = included 1 strategy, 2 = included 2 strategies and 3 = included 3 strategies). Results indicate that students learned to identify evidence-based strategies as they prepared to support families in the home. The mean grade was 2.8/3.0 (93%), with a range of 2.0 (3 students) – 3.0 (17 students).

Goal 6: Participants will learn evidence-based strategies for advancing child development across several developmental domains.

Student performance in Goal 6 was based on the Developmental Care Plan (DCP) developed by students in the final exam of SPED 863 Medically Fragile Infants. Students needed to develop a plan to help the caregiver support his or her child after transition from the NICU to home setting. The DCP was worth 20 points. The mean grade was 18.81/20.0 (94%) with a range of 15.5 – 20.5 (77 – 100%). Students that received a 16 or higher identified at least three strategies to help support the family. Only one student received a grade of 15.5 (lower than 16). Please note the DCP grade curved 0.5 points.

SUMMARY

Reflection

It appears the EDN-NU-PUP project was a success. The majority of participants that completed the coursework improved in their ability to provide support to families of infants with disabilities and their families across these two courses. Some themes emerged which align well with the Division for Early Childhood (DEC) recommended practices that guide the practice of individuals providing early intervention services. Specifically, most participants were already familiar with Early Intervention principles before starting in the class. Some were able to write functional outcome statements prior to instruction and most had a general understanding of the format of the quality home visit. The participants were engaged, enjoyed collaborating and learn to interact with peers across the state.

To identify areas of discussion (and next steps for professional development efforts) the following information has been provided on themes that emerged through discussion and assignments. The information below summarizes the experiences of all students that completed the courses and are services coordinators or early intervention providers (not only the project participants) in the state of Nebraska. This included students working as Deaf educators or Teachers of Students with Visual Impairments (TVIs) that completed the course.

Decision making. Through these courses, students were asked to collaborate with peers through discussion board and Zoom web-conference breakout sessions. In these group meetings students: (a) reviewed case study examples, (b) engaged in decision making, and (c) responded to reflection questions as a team. A few themes emerged. First, students reported it was difficult to make decisions as a group because their EDN teams utilized different strategies for determining the primary service provider (PSP) and dosage of services. Specifically, some students reported their district employed the PSP model, and others reported they did not.

Teaming. The students were also asked to describe challenges with teaming. Students reported that they often struggled to use the PSP approach (role release), conduct joint visits with team members, and communicate effectively (especially when the provider/services coordinator was contracted or when the provider serves birth – school age). They indicated they faced collaboration challenges when providers were contracted and when the two providers from

different disciplines did not agree on the same approach to intervention. Additionally, they struggled to collaborate with the preschool team and desired more training on effective transition practices. Services coordinators reported challenges with scheduling with multiple providers and families, effective communication and traveling long distances to conduct home visits.

Role of early intervention providers and services coordinators. Through the discussion board, students reflected on their role in Early Intervention. The primary theme observed in their responses was that providers in the “special instruction role” reported their title differently. Titles included: (a) special instruction, (b) birth to five early childhood special education teacher, (c) early childhood special education teacher (ECSE), (c) early intervention coach, (d) early intervention teacher, and (f) home visitor. Some reported they did not know exactly what their role was called. Service coordinators reported challenges with not knowing how to help support families that were not openly asking for specific resources.

Progress monitoring. Students were asked to complete two home visit plans during the course. The home visit plan included a section for students to describe data collection and specific strategies the parent would use when the provider was not present. A theme identified in this assignment was that students either briefly reported how progress would be monitored (e.g., the parent will write it down) or did not mention monitoring procedures at all (even when asked to do so). Progress monitoring appears to be an area where students need more training as it was only briefly covered in SPED 861. Specifically, students may benefit from training related to:

- (a) identifying measurable outcomes
- (b) designing data collection procedures that track progress on outcomes
- (c) teaching parents to collect data in the home and community feasibly
- (d) using data collection to guide decisions related to intervention strategies

Autism spectrum disorder. Students reported wanting more training and education related to children diagnosed (or verified) with autism spectrum disorder. Specifically, participants wanted information related to:

- (a) eligibility decisions related to the verification of autism
- (b) how to make decisions related to the PSP and dosage of services
- (c) interventions that should be used with children with autism
- (d) guidance for how they can support families in accessing additional services (e.g., applied behavior analysis or ABA treatment).
- (e) how to talk to the family about the diagnosis of autism
- (f) how to support families immediately after their child is diagnosed

Challenges

Although the project was a success, there were a few themes that emerged related to challenges for this group of students. Specifically, some of the participants reported the content in SPED 863 Medically Fragile Infants was too challenging and technical. At times, service coordinators indicated the content was not relevant to them and that they would have liked more guidance and strategies specific to their role with families. Some of the participants reported that the content was repetitive (they were already trained in the content) or that it did not align with EDN guidance. Additionally, the instructor had challenges with video recording and ensuring content was relevant to the various backgrounds of each participant.

Next steps

Upon reflection and analysis of the data, the EDN-NU-PUP project coordinator identified several next steps that may strengthen the experience of professionals that are seeking professional development and working in early intervention.

First, efforts can be made by the project coordinator to better align coursework in the program with the professional development needs of providers and services coordinators. The program coordinator recently shifting into this role in her department; therefore, no changes have been made to the content covered in the courses recently. To help support this effort, the Early Childhood Personnel Center (ECPC) Comprehensive System of Personnel Development (CSPD) state assessment includes a portion that focuses on how higher education programs are collaborating with the lead agency (or agencies). It may be helpful for the project manager to complete this assessment in collaboration with EDN to determine modifications that can be made to the existing graduate-level training program. Furthermore, it may be helpful to examine the content provided in each course related to service coordination. The responsibilities and expectations of services coordinators in early intervention are different than providers; therefore, their professional development needs are different. The current ECSE program at UNL is designed to educate professional to serve in the special instruction role; therefore, to address the learning needs of services coordinators additional content is required.

It is beneficial for the EDN to continue financially supporting the professional development of providers and services coordinators working in early intervention. A suggested modification for future grant proposals may be to decrease the total number of EDN providers and services coordinators that complete the coursework and increase the number of courses they are offered. An example of this may be to fund five students per year to complete a master's degree and coursework leading to the early childhood special education (ECSE) endorsement. EDN may consider requiring signed contracts with the individuals that receive the waiver; agreements that they will serve in leadership roles within their teams to implement effective early intervention practices grounded in research. Additionally, these providers and services coordinators may act as representatives that provide appropriate mentorship and supervision to future ECSE graduate students. This may strengthen the partnership between higher education and EDN and lead to stronger professionals across the state that continue to seek a connection to evidence-based practice in EI.

We look forward to continuing to partner to offer professional learning opportunities to early intervention providers and services coordinators to support children and families with disabilities under three in Nebraska.

**NEBRASKA EARLY DEVELOPMENT NETWORK
PROFESSIONAL DEVELOPMENT OPPORTUNITY
EARLY CHILDHOOD SPECIAL EDUCATION COURSEWORK OFFERED THROUGH
UNIVERSITY OF NEBRASKA-LINCOLN**



**EARLY CHILDHOOD
SPECIAL EDUCATION**

*Department of Special Education
and Communication Disorders*



EDN has partnered with UNL to offer tuition waivers for online early intervention coursework for service providers and services coordinators.

**SPED 861 INFANTS WITH
DISABILITIES AND
HOME VISITING
(SPRING 2019)**

In this course, students will learn how to support children with disabilities birth to age 3 and coach families in home and community settings.

**SPED 863 MEDICALLY
FRAGILE INFANTS
(SUMMER 2019)**

In this course, students will learn about issues for infants that are premature or medically fragile from experts in the field. Family support, transition from NICU to home and care plans are addressed.

**SPED 860 ISSUES IN EARLY
CHILDHOOD SPECIAL
EDUCATION
(FALL 2019)**

In this course, students will learn foundational principles, history and research related to early childhood special education.

Apply now! Deadline: November 15, 2018
Click [here](https://bit.ly/2x1RZlz) or use this link: <https://bit.ly/2x1RZlz>
to see application criteria and apply

Questions? Contact Johanna Taylor, PhD, BCBA
johanna.taylor@unl.edu

**NEBRASKA EARLY DEVELOPMENT NETWORK
PROFESSIONAL DEVELOPMENT OPPORTUNITY
EARLY CHILDHOOD SPECIAL EDUCATION COURSEWORK OFFERED THROUGH
UNIVERSITY OF NEBRASKA-LINCOLN**



**EARLY CHILDHOOD
SPECIAL EDUCATION**

*Department of Special Education
and Communication Disorders*



EDN has partnered with UNL to offer tuition waivers for online early intervention coursework for service providers and services coordinators.

Who can apply? Participants must be employed with a Nebraska Educational Service Unit, school district, or services coordination contracting agency and have assignments with the Nebraska EDN and families/children with Individualized Family Service Plans (IFSPs).

What is offered? Participants can apply to attend up to three early intervention courses (each 3 credits) offered online through UNL's Early Childhood Special Education Program. The courses include: SPED 861 Infants with Disabilities and Home Visiting (Spring 2019 term), SPED 863 Medically Fragile Infants (Summer 2019 term), and/or SPED Issues in Early Childhood Special Education (Fall 2019 term).

What does the waiver cover? The tuition waiver covers the cost of the courses; however, students are required to pay a one time application fee to the Graduate College (\$50) and registration fee for each course (\$20).

Participation details: This university-based professional development program is intended to enhance Nebraska EDN's abilities to meet the needs of families and young children with developmental delays and enhance collaboration between services coordinators, providers, and families on IFSP teams. In the event there are more applicants than available slots, participants will be selected based upon years of experience as well as previous college coursework. Participants have the option to use the credits they acquire towards a UNL degree/credential if they choose to continue their studies at their own expense (See department website for options) but must maintain a grade of B- or better in the courses. No degree or endorsement will be awarded to participants after attendance in the courses.

Questions? Contact Johanna Taylor, PhD, BCBA at johanna.taylor@unl.edu

Full name

Mailing address

Phone number

Email address

List highest degree (e.g., Bachelors)

Institution attended for highest degree

Major of study at institution attended for highest degree

If applicable, list Nebraska License of Teaching Certification-Endorsements

I have had college coursework related to:

Child development (ages 0 - 3 yrs)

Families

Child development (ages 3-5 yrs)

Home visiting

Infants/toddlers with disabilities

List the courses you took in college related to any of the areas listed above (provide title, # credits, college, and year) *This is an OPTIONAL item for applicants to complete.*

List the Planning Region Team # where you are employed

List ESU number, district, and/or Services Coordinators agency where you are employed

List Community where you are employed

How often do you work?

Full-time (over 20 hrs per week)

Part-time (11 - 20 hrs per week)

Part-time (less than 10 hours per week)

Current employment (with children with disabilities birth to age three)

Early Childhood Special Education
Teacher

Deaf and Hard of Hearing Teacher

Services Coordinator

Teacher of the Visually Impaired

Physical Therapist

Psychologist

Occupational Therapist

Other

Speech-language Pathologist

How many years/months have you been employed in this role (total across any change in employers)

List the approximate number of children on your caseload in the past 6-months

Participation options: I wish to complete the following courses with available tuition-waivers. *I understand I will be responsible to pay Graduate College application and individual course registration fees.*

SPED 861 Infants with Disabilities and Home Visiting (Spring 2019 term)

SPED 863 Medically Fragile Infants (Summer 2019 term)

SPED 860 Issues in Early Childhood Special Education (Fall 2019 term)

Appendix C
Frequently Asked Questions



COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Special Education and Communication Disorders
Serving People with Special Needs

EDN-NU-PUP GRANT INFORMATION SHEET

If you have not done so already, please move forward with applying for graduate status and enrolling in selected courses using the information below.

APPLICATION PROCESS

For students who plan to enroll in SPED 863 Medically Fragile Infants, complete the process below by the deadlines listed to ensure you are not assessed late fees for course registration. |

Students that were enrolled in SPED 861 Infants with Disabilities and Home Visiting:

1. Contact my Graduate Assistant **Hannah Smith** (hannah.smith@huskers.unl.edu) for your individual course code for *SPED 863 Medically Fragile Infants* (You will need this code to register).
2. Use the code to register for the course.

Students that were NOT enrolled in SPED 861:

1. Apply to UNL Office of Graduate Studies at the University of Nebraska-Lincoln (follow the link below) <https://wam.unl.edu/gradstudies/apply> by **April 15, 2019** (or ASAP if you are receiving this after April 15)
 - a. Apply as a "non-degree post-baccalaureate" student.
 - b. You will need to submit a transcript to UNL Office of Graduate Studies along with a \$50 application processing fee (Grad Studies will accept an unofficial transcript; but we are requiring an official).
 - c. If you need help with applying for UNL Graduate Studies or registration, please contact Graduate Studies at 402-472-2875 or graduate@unl.edu
2. Email confirmations should arrive within 48 hours of completing your online application with UNL Graduate Studies. This email will provide you with course registration instructions.
3. After you receive this email confirmation, contact my Graduate Assistant **Hannah Smith** (hannah.smith@huskers.unl.edu) for your individual course code for *SPED 863 Medically Fragile Infants* (You will need this code to register).
4. After you obtain the course code, register for the course using the instructions provided by Graduate Studies. After you register using the code, Dr. Taylor will send you information to prepare you for the course. Classes begin on May 20th.

TUITION AND FEES

Your name will be added to a list of approved students for the EDN-NU-Professional Upgrade Partnership project. This list will be sent to the Registrar's Office. When you register, tuition and fees will be billed to

you. You may receive a billing statement; however, you will see a credit for it after student accounts have all the necessary paperwork. Contact **Johanna Taylor** at johanna.taylor@unl.edu if you have any questions or issues with this.

YOUR COSTS

If you are enrolling in your first course, you will be responsible for the \$50.00 application fee (if you are not currently an NU student), any textbooks associated with coursework, and \$35.00 fee if enrolling after May 10, 2019. If you are enrolling in your second course through the project, you will be responsible for any textbooks associated with the course content.

IMPORTANT NOTE: We recently determined that students that withdraw from the course will be required to pay some (or all if withdrawing late) of the tuition costs for the course. You will be billed for the payment if you withdraw after the first week of class.

Additionally, if you are issued a UNL ID fee you will be responsible for the \$15.00 cost. **NOTE:** *This is slightly different than what was listed on the original application (you will not be responsible for the \$20 course fee).*

Q: How will I get my grades and a transcript to show completion of the courses?

Once you have completed your course, you will be able to go online and check your grade. If you wish an official hard-copy transcript, you will need to contact the UNL Office of Registration and Records.

Q: Can I use these courses toward a degree or teaching endorsement renewal?

All these EDN-NU-PUP courses are graduate credits. Use of these credits toward degrees will depend upon the specific program of study and approval by the degree advisor. Similarly, a specific endorsement program may or may not permit the use of specific courses; students are advised to visit with their endorsement advisor. All of the courses would be acceptable for renewal of Nebraska Teaching Certificates.

ONLINE COURSE INFORMATION

EXPECTATIONS

Before you complete the final application to participate in this project, review the information below to provide you with expectations for the courses. Although they are offered online, the courses are graduate-level and can be challenging for some students. Here is some information to help you make the best decision for you.

INSTRUCTORS

[Dr. Kerry Miller](#) will teach the SPED 863 Medically Fragile course in Summer 2019. Dr. Susan Loveall (new ECSE faculty member) will teach SPED 860 Issues in Early Childhood Special Education (ECSE) in Fall 2019.

STUDENTS ENROLLED IN COURSEWORK

All the courses are open to UNL graduate students and will not be limited only to EDN applicants. This may include current ECSE graduate students and students in the Deaf and Hard of Hearing/Visual Impairments program.

OVERVIEW OF ONLINE INSTRUCTION

The design of each online course is dependent upon the course content, length of course, learning objectives and individual instructor's preferences. All courses will use a web-based course organizer called Canvas. You will use a specified User ID and password to access your course online (**NOTE:** Only you can access the course; sharing of User ID and password with other users will result in dismissal from the course). Courses will be asynchronous or synchronous. **Asynchronous** courses are completely online and no specific meeting time with the instructor is required. Students dialogue with the instructor and classmates in a Canvas blog or discussion forum. **Synchronous** courses use Canvas as well but require weekly or occasional phone or webinar meetings with instructor and classmates and may reduce the amount of dialogue online in blogs or discussion forums. Syllabi, readings, assignments, activities, and exams are all available online.

Online classes will be accessed on UNL's Canvas website. Students will be required to regularly log-in to Canvas. In Canvas the students can view their syllabus, view their grades, access course materials, monitor their progress on lessons, and contact professors, classmates and support services. For more information about UNL distance courses visit this website <https://online.unl.edu/students>

You may want to read one of these websites to decide if distance education is for you!

[*Are You Cut Out for Distance Education?*](#)

[*Is Distance Learning Right for You?*](#)

TIME FOR ONLINE COURSES

Generally, a 3-credit hour graduate course will require 8-9 hours/week time commitment. Periodic assignments may extend weekly reading, studying and synchronous or asynchronous discussions with instructor and classmates. Students should plan to devote time at least three days/week in the spring or fall terms. Summer sessions cover the same amount of material in half the time of a Spring or Fall term, thereby requiring daily online access and devotion to class requirements. Rarely can students successfully complete a graduate online course if the only time they have available are 15-30-minute breaks at work and/or weekends.

COURSE DESCRIPTIONS

SPED 863 Medically Fragile Infants (Summer 2019): Unique needs, family-coping strategies, specialized medical staff and various health care settings for chronically ill infants, toddlers and preschool age children. Overview of etiology, characteristics and developmental implications of selected medical conditions related to developmental disabilities. This course requires:

- All asynchronous (independent) work conducted via Canvas each week.
- No synchronous (face-to-face) sessions via web-conferencing.
- No practicum

COMPUTER REQUIREMENTS

You must be sure you use a computer with high-speed internet connection. You will need to consider:

- Operating System requirements
- Processor speed
- Hard Drive space
- Memory size

- Browser compatibility
- Plug-in requirements
- Java Runtime Environment (for chat and other tools)

Browsers: Not all browsers are compatible with Canvas. Internet Explorer 8 (Internet Explorer 8) has had some compatibility issues. It is suggested to use **latest Mozilla Firefox, Google Chrome or Safari.**

TECH SUPPORT

UNL offers Huskertech Help Center for tech support Monday- Friday 7:30 AM to 7:30 PM (CST) located at Love Library South on UNL's main campus. You can call the Huskertech Help Center at (402) 472-3970 or toll free at 866-472-3970. You can also email mysupport@unl.edu, or visit <https://its.unl.edu/helpcenter/>. In addition, each Instructor will have access to a departmental tech support person who may be able to troubleshoot course design technical problems. Tech support at UNL, however cannot troubleshoot individual computer or user challenges. If the problem does not originate at UNL, students will need to secure assistance locally from someone familiar with their computer and software. (**NOTE:** Using a computer at your place of employment can result in inaccessibility to some course materials due to firewalls set up by the employer).

HUSKER EMAIL

As an EDN-NU-PUP waiver student we are requiring you register for a Husker email account. This will be the email you will use for the courses. To access the email you first have to sign up. To do so go to <http://huskers.unl.edu/liveedu/> and click *request a huskers account*. Follow the steps they provide you to set up your huskers email account.

Q: Who do I contact if I have questions pertaining to the EDN-NU-PUP Grant?

Dr. Johanna Taylor at johanna.taylor@unl.edu or 402-472-3874

Q: Who do I contact if I have interest in other ECSE courses at UNL?

Dr. Johanna Taylor at johanna.taylor@unl.edu or 402-472-3874

Go to: <https://cehs.unl.edu/secd/early-childhood-special-education/>

Appendix D
Acceptance Letter



COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Special Education and Communication Disorders
Serving People with Special Needs

November 30th, 2018

Dear XXX,

Congratulations! You have been selected to receive a tuition-waiver for coursework in the *Early Development Network University of Nebraska-Lincoln Professional Upgrade Partnership* (EDN-NU-PUP). Use this [document](#) to guide you on how to apply to UNL Office of Graduate Studies and enroll in courses.

You are eligible to receive waiver funding for the following courses:

- SPED 861 Infants with Disabilities and Home Visiting (Spring 2019)
- SPED 863 Medically Fragile Infants (Summer 2019)

Note: The current grant cycle allows for waiver support of the two courses listed above. We plan to apply for grant funding for the 2019 - 2020 year. A space in the *SPED 860 Issues in Early Childhood Special Education* has been secured for you when grant funding is in place. You will be contacted in the summer of 2019 to update you on the progress of this funding.

As part of the EDN-NU-PUP you will receive:

- Waiver of all tuition costs (\$1070.00/course) and course fees (\$187.00).
- A UNL transcript showing successful completion of the completed course and grade.

You signed an agreement to:

- The \$50.00 application fee (if you are not currently a NU student).
- Textbooks associated with the coursework.
- UNL ID fee (if issued) at \$15.00.
- Achieve a letter grade of at least B- in the course (If you do not achieve a B- in the course you will be unable to participate in future course offerings).

As part of your experience, we ask that you:

- Formally share information gained from the course with EDN colleagues within 6 months of completing course(s).
- Complete a pre-course survey before classes begin and a follow-up survey after the course(s).

A copy of this letter is being shared with your EDN supervisor. We encourage you to visit with them as you proceed through the course. Their signature on the application indicated they would support your efforts to successfully complete the course and recognize the added time commitments you will have each week in the spring-winter months of 2019. They also will be eager to plan with you how you might share the information with colleagues.

If for any reason you choose not to accept this award, we'd appreciate hearing from you as soon as possible. The funds can be used for other interested EDN providers. Should you begin the course and decide to withdraw, your EDN supervisor will be notified. You may not be eligible for enrollment in future waiver funded course offerings.

I will be your academic advisor during your participation in the EDN-NU-PUP coursework. Feel free to contact me if you have any questions regarding your enrollment at UNL and project specific details. Should you have questions about the project that I cannot address you can contact Cole Johnson at the Nebraska Department of Education, Special Education Planning Region Team (PRT) at 402-471-4318 or cole.johnson@nebraska.gov.

I am pleased you have chosen to join your EDN colleagues across the state in this effort to upgrade your knowledge and skills. I think you will find the investment of time advantageous and enjoyable. I look forward to working with you as you pursue your professional goals.

Sincerely,



Johanna P. Taylor, PhD, BCBA
Assistant Professor of Practice
EDN-NU-PUP Coordinator
johanna.taylor@unl.edu
(402) 472-3874

This project is funded by Grant Award: H181A170033

Appendix E Proposed and Final Budget

Reporting Period: 3/ 2020 TAYLOR: JOHANNA Project Start/Finish Dates: 00/00/0000 TO 00/00/0000 Project: NE ED EDN-NU PUP WBS 26-1710-0189-001 TO WBS 26-1710-0189-001										UNIVERSITY OF NEBRASKA WBS Elements: Revenue and Expense Summary AS OF 09/18/2019 WBS Start/Finish Dates: 08/13/2018 TO 08/12/2019										Page: 1 ZWSS02M2 Time: 16:13:32 User: JCARLSON	
Revenue Elements		Plan	Period 3	Year to Date	Life to Date	Commitments	\$ Variance	\$ Uncoll.													
460000	Planned Restricted Revenue	81,334.00-		0	0	0	0	0	81,334.00-	100											
*	Planned Gifts, Grants, Contracts	81,334.00-		0	0	0	0	0	81,334.00-	100											
462102	St Grt&C-Prf/Tec ITD	0		0	0	0	0	0	67,179.20-	0	67,179.20-	0	0	0	0	0	0	0			
*	State Grants & Contracts	0		0	0	0	0	0	67,179.20-	0	67,179.20-	0	0	0	0	0	0	0			
464400	Receivable Revenue	0		0.00	4,747.11	0	0	0	0.00	0	0.00	0	0	0	0	0	0	0			
*	Private Grants & Contracts	0		0.00	4,747.11	0	0	0	0.00	0	0.00	0	0	0	0	0	0	0			
**	Total Gifts, Grants, Contracts	81,334.00-		0.00	4,747.11	0	0	0	14,154.80-	17											
***	Total Revenue	81,334.00-		0.00	4,747.11	0	0	0	14,154.80-	17											

Cost Elements		Plan	Period 3	Year to Date	Life to Date	Commitments	\$ Variance	\$ Remain										
511000	Planned Faculty Salaries	3,825.00		0	0	0	0	0	3,825.00	100								
511100	Faculty - Permanent	0		0.00	250.00	0	0	0	4,075.30-	0	4,075.30-	0	0	0	0	0	0	0
*	Faculty Salaries	3,825.00		0.00	250.00	0	0	0	4,075.30	0	0.00	0	0	0	0	0	0	0
513100	Mgr/Professional	0		0.00	57.70	0	0	0	1,225.01	0	1,225.01-	0	0	0	0	0	0	0
*	Managerial/Professional	0		0.00	57.70	0	0	0	1,225.01	0	0.00	0	0	0	0	0	0	0
515000	Plan Other Acad Sal	5,845.00		0	0	0	0	0	0.00	0	0.00	0	0	0	0	0	0	0
*	Other Academic Salaries & Wages	5,845.00		0	0	0	0	0	0.00	0	0.00	0	0	0	0	0	0	0
516500	Student Hourly	0		6.00-	27.60	0	0	0	1,110.00	0	1,110.00-	0	0	0	0	0	0	0
*	Student Wages	0		6.00-	27.60	0	0	0	1,110.00	0	0.00	0	0	0	0	0	0	0
**	Total Salaries & Wages	9,670.00		6.00-	335.30	0	0	0	6,410.31	0	0.00	0	0	0	0	0	0	0
519000	Planned Benefits	2,012.00		0	0	0	0	0	0.00	0	0.00	0	0	0	0	0	0	0
*	Planned Benefits	2,012.00		0	0	0	0	0	0.00	0	0.00	0	0	0	0	0	0	0
519100	Retirement Contribution	0		0.00	24.60	0	0	0	240.44	0	240.44	0	0	0	0	0	0	0
*	Retirement Contribution	0		0.00	24.60	0	0	0	240.44	0	0	0	0	0	0	0	0	0
519200	FICA Contribution	0		0.00	21.69	0	0	0	387.51	0	387.51-	0	0	0	0	0	0	0
*	FICA Contribution	0		0.00	21.69	0	0	0	387.51	0	0.00	0	0	0	0	0	0	0
519300	Health Ins Contribut	0		0.00	342.99	0	0	0	711.20	0	711.20-	0	0	0	0	0	0	0
*	Health Insurance Contribution	0		0.00	342.99	0	0	0	711.20	0	0.00	0	0	0	0	0	0	0
519400	Life Insurance Contribution	0		0.00	1.37	0	0	0	6.05	0	6.05-	0	0	0	0	0	0	0
*	Life Insurance Contribution	0		0.00	1.37	0	0	0	6.05	0	0.00	0	0	0	0	0	0	0
519700	Unemployment Compensation	0		0	0	0	0	0	1.46	0	1.46-	0	0	0	0	0	0	0
*	Unemployment Compensation	0		0	0	0	0	0	1.46	0	0.00	0	0	0	0	0	0	0
519800	Workers Compensation	0		0	0	0	0	0	20.87	0	20.87-	0	0	0	0	0	0	0
*	Workers Compensation	0		0	0	0	0	0	20.87	0	0.00	0	0	0	0	0	0	0
**	Total Benefits	2,012.00		0.00	390.65	0	0	0	1,367.53	0	0.00	0	0	0	0	0	0	0
***	Total Personal Services	11,682.00		6.00-	725.95	0	0	0	7,777.84	0	0.00	0	0	0	0	0	0	0
520000	Plan Tot Operate Exp	59,558.00		0	150.00	0	0	0	900.00	0	900.00-	0	0	0	0	0	0	0
526500	Educ Profess Serv	0		0.00	150.00	0	0	0	900.00	0	900.00	0	0	0	0	0	0	0
*	Operating Expenses/Services	59,558.00		0.00	150.00	0	0	0	900.00	0	0.00	0	0	0	0	0	0	0
**	Total Operating & Supplies	59,558.00		0.00	150.00	0	0	0	900.00	0	0.00	0	0	0	0	0	0	0
540000	Planned Travel Expenses	2,700.00		0	0	0	0	0	0.00	0	0.00	0	0	0	0	0	0	0
541110	Lodging	0		0	0	0	0	0	1,103.30	0	1,103.30-	0	0	0	0	0	0	0
541120	Meals	0		0	0	0	0	0	59.00	0	59.00-	0	0	0	0	0	0	0
541201	Comm Fares-Design Age	0		0	0	0	0	0	502.08	0	502.08	0	0	0	0	0	0	0

Certificate of Completion

Early Development Network
University of Nebraska- Lincoln
Professional Upgrade Partnership
2019

Recipient's Name

has successfully completed the graduate-level coursework for **SPED 861 Infants with Disabilities and Home Visiting** as a part of a professional development project aimed at advancing the knowledge and skills of individuals working in the early intervention field who serve the needs of infants and toddlers with developmental delays and disabilities and their families. This knowledge should contribute positively to their ability to develop Individualized Family Service Plans (IFSP) and collaborate with families and colleagues.



**EARLY CHILDHOOD
SPECIAL EDUCATION**

*Department of Special Education
and Communication Disorders*

EDN-NU-PUP Project Director

Date

Appendix G
EDN-NU-PUP Grant Recipient & Supervisor Surveys

Grant Recipient Feedback Survey

Q1 Please fill in the following information:

- ☐ First Name _____
- ☐ Last Name _____
- ☐ Role in Early Intervention _____

Q3 Are you interested in taking more courses through the ECSE program at UNL?

- ☐ Degree program
- ☐ Graduate certificate program
- ☐ 2 or more courses
- ☐ 1 more course
- ☐ Not at this time

Q4 Answer the following questions for SPED 861. For this set of items please rate each on a scale of 1 - 5 to indicate how the EDN-NU-PUP coursework influenced your overall competence. Very well prepared. Well prepared. Fairly well prepared. Somewhat well prepared. Not prepared at all.

Q5 How prepared are you now to: Define the key principles for providing early intervention services in the home with families

- ☐ 5= Very well prepared
- ☐ 4= Well prepared
- ☐ 3= Fairly well prepared
- ☐ 2= Somewhat well prepared
- ☐ 1= Not prepared at all

Q6 How prepared are you now to: Assess child and parent strengths, needs, and interactions to determine instructional targets and strategies.

- ☐ 5= Very well prepared
- ☐ 4= Well prepared
- ☐ 3= Fairly well prepared
- ☐ 2= Somewhat well prepared
- ☐ 1= Not prepared at all

Q7 How prepared are you now to: Apply an evidence-based coaching framework to teach parents and monitor progress in one of the following areas (play skills, communication skills).

- ☐ 5= Very well prepared
- ☐ 4= Well prepared
- ☐ 3= Fairly well prepared
- ☐ 2= Somewhat well prepared
- ☐ 1= Not prepared at all

Q8 How prepared are you now to: Demonstrate teamwork to determine parent/child strengths, needs and instructional targets, measurable IFSP outcomes and strategies.

- ☐ 5= Very well prepared
- ☐ 4= Well prepared
- ☐ 3= Fairly well prepared
- ☐ 2= Somewhat well prepared
- ☐ 1= Not prepared at all

Q9 How prepared are you now to: Describe family priorities, strengths and desires relative to a child's development.

- ☐ 5= Very well prepared
- ☐ 4= Well prepared
- ☐ 3= Fairly well prepared
- ☐ 2= Somewhat well prepared
- ☐ 1= Not prepared at all

Q10 Were there topics you wished SPED 861 Infants and Home Visiting addressed? Share those topics below.

Q11 Rate your agreement with the following statement: SPED 861 Infants with Disabilities and Home Visiting improved my skills as a professional working in the Early Development Network.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Q20 How did you share the content you learned in the courses with your colleagues?

Q21 As we move forward with offering courses in the future to students currently employed with the Early Development Network is there anything you would like us to consider? Please share any other thoughts here (these responses will be helpful in shaping future opportunities for students).

Supervisor Feedback Survey

Q1 Your name:

Q2 List the name of the provider or services coordinator you supervise:

Q3 Rate your agreement with the following statement:

The provider/services coordinator has improved their skills as a professional working in the Early Development Network by taking the EDN-NU-PUP coursework in the spring and/or summer.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Q9 Rate the performance of the provider/services coordinator on the following after taking the course.

Defining key principles for providing early intervention services in the home with families.

- ☐ No change
- ☐ Stronger
- ☐ Much stronger

Q10 Rate the performance of the provider/services coordinator on the following after taking the course.

Assessing child and parent strengths, needs, and interactions to determine instructional targets and strategies.

- ☐ No change
- ☐ Stronger
- ☐ Much stronger

Q11 Rate the performance of the provider/services coordinator on the following after taking the course.

Applying an evidence-based coaching framework to teach parents and monitor progress in one of the following areas (play skills and/or communication skills).

- ☐ No change
- ☐ Stronger
- ☐ Much stronger

Q12 Rate the performance of the provider/services coordinator on the following after taking the course.

Demonstrating teamwork to determine parent/child strengths, needs and instructional targets, measurable IFSP outcomes and strategies.

- ☐ No change
- ☐ Stronger
- ☐ Much stronger

Q13

Rate the performance of the provider/services coordinator on the following after taking the course.

Describing family priorities, strengths and desires relative to a child's development.

- ☐ No change
- ☐ Stronger
- ☐ Much stronger

Q14

Rate the performance of the provider/services coordinator on the following after taking the course.

Identifying functional outcomes for infants that are medically fragile.

- ☐ No change
- ☐ Stronger
- ☐ Much stronger

Q15

Rate the performance of the provider/services coordinator on the following after taking the course.

Observing an infant and reporting on the child's behaviors and development.

- ☐ No change
- ☐ Stronger
- ☐ Much stronger

Q16

Rate the performance of the provider/services coordinator on the following after taking the course.

Writing a developmental care plan for an infant transitioning from the NICU to home environment.

- ☐ No change
- ☐ Stronger
- ☐ Much stronger

Q5 How did the provider/services coordinator share content they learned in the course with the team?

Q6 As we move forward with offering courses in the future to providers/services coordinators currently employed with the Early Development Network is there anything you would like use to consider? Please share any feedback or comments based on your experience with your provider/services coordinator.

Q7 Please share any feedback or comments about how these courses have helped the provider/services coordinator.

Q8 For opportunities in the future, what are professional development topics that you would like your staff to have?

Appendix I
Participant Methods of Sharing Newfound Information

- *At weekly early childhood team meetings I shared info I had learned. Often I would email out pictures of power point slides that I felt pertained to other members on my team.*
- *I have been sharing some information gained like PTSD for parents and some of the trauma the infants may experience from the NICU with feeding, etc.*
- *I was able to elaborate on the TIPS program and help my teammates during a recent IFSP. In general, during team meetings when we are discussing our caseloads, I feel like I have been able to participate and follow along more easily when some of the terms, etc. are used.*
- *I have talked with several of my colleagues about our current program and things that need to be changed. I have also talked to my supervisor about coming up with a plan to make it more of a transdisciplinary approach.*
- *We have lunch and learn opportunities throughout the school year and a weekly meeting where we can share information from courses, conferences or conventions. We will be put on the list to share out what we have learned.*
- *I shared information from this class very often. It not only helped my knowledge but also my confidence as a team member serving children with these issues. I have always found the medical aspect fascinating, and really appreciated more information to help understand the terms and implications.*
- *I have been able to collaborate with my team better and provide more insight in the plans we write for our families. I have been able to make better observations at my initial visit to provide more insight to my colleagues.*

Appendix J

Feedback for the Early Development Network and the University of Nebraska-Lincoln

- *I am very grateful to have had the opportunity to take these EDN PUP classes! Overall, all of the content covered thus far will have a positive impact on the way I serve children and families on my caseload. It was difficult to keep up with the module requirements during the first part of the semester of SPED 861 class; however, the requirements did become more manageable during the second half of the semester.*
- *I have thoroughly appreciated the opportunity to take these courses. The direct connection to infants and toddlers has been amazing and made these courses more relevant than many I have taken in the past. In addition, the opportunity to interact and network with others in similar yet different fields has also been very helpful.*
- *I think that this [SPED 863 Medically Fragile Infants] was a wonderfully in depth course. That being said, I can see how it might have been extremely difficult for the service coordinators that don't have as much education especially in the medical field. I felt I had an edge because of my Occupational Therapy degree and experience with medical terminology, etc. As a graduate course, I feel like it is better geared toward students with at least a bachelor's degree as the requirements were definitely aligned with graduate work. I definitely would not want to make the course easier. I just am not sure it's a good fit for those with minimal higher education.*
- *First, this has been a great opportunity for me and I greatly appreciate it. I have learned a lot and look forward to continuing my education. I feel it is important to remember that all students are coming from very different backgrounds and experiences.*
- *I have thoroughly enjoyed the classes I have taken so far. I feel I am a much better educator because of it. I would really be interested in leadership/administration classes in Early Childhood.*
- *I would be so appreciative of further courses offered. This is such a unique and specialized population (birth-3) I am very grateful for this grant that made me a better provider.*
- *I like that we have the opportunity to take upper level classes and not have to try to find funding for it, but it, is important to grow professionally.*

For UNL:

- *Because the information around processes such as Getting Ready were new to me, it would be great to have another class or session to follow-up on how this looks in our work after we are given a length of time to practice (more than just a few weeks that would be allowed in a one semester class). Also, in response to the questions regarding how prepared I am to address the course contents, the responses have more to do with practicing the information in real life versus the content or how it was presented. I learned a great deal from the course!*

- *Yes, I loved this class. I loved all of the different strategies we were given to work with families. I also felt having a framework for home visiting was very beneficial to me. Now I have many resources to use.*
- *More in depth specific strategies for home based intervention, other than "use evidence based strategies" where do I find these? Longer amount of time spent on assessing language and play- would have liked to be able to do both instead of pick.*
- *I wish there would have been a topic on home visiting and day cares. With many families having 2 parents working a lot of visits are often done in day cares so I would have like to have seen strategies to address that as well as additional information on the PSP model and working with children diagnosed with autism.*
- *My plan was that this course was aligned with the home visiting plan that the state trained us on this summer, so that I would have that experience to help my team adjust to the new protocol. It did not align with that, so I will now end up doing the work twice. Of course, any knowledge is beneficial, but it was disappointing to work so hard and find out it would need to be done again.*
- *I enjoyed the course. It was challenging for me, but I learned a lot. It gave me a lot of good information for home visiting that I have been able to use in some of my visits. I feel I am a more effective service coordinator at my job, and I look forward to learning more.*
- *More scenarios and examples of putting coaching into practice.*