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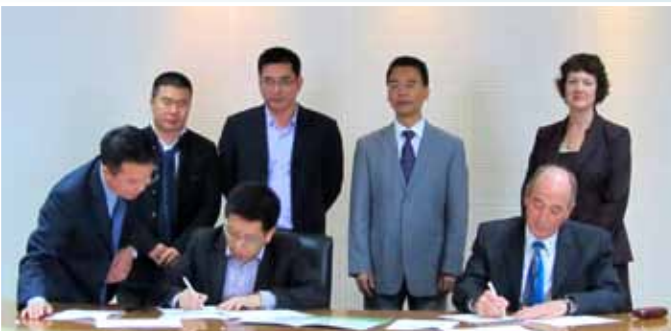
FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE

The International Initiative

## FPG Forges Partnership with the Zhejiang Normal University in China

UNC's Frank Porter Graham Child Development Institute and the Zhejiang Normal University (ZNU) at Hangzhou in China have established a memorandum of agreement to exchange scholars, provide opportunities for training teachers, and collaborate on research projects. FPG director Samuel L. Odom and scientist Kathleen Cranley Gallagher recently traveled to Hangzhou to deliver featured presentations at an international conference on early childhood teacher education and to sign the new agreement with ZNU leadership.

"This collaboration extends our international involvement," said Odom, who met with ZNU vice president, professor Li Weijian (right photo), to discuss several topics. In addition to the ZNU vice president, participants at the signing ceremony (below) included dean Qin Jinliang (seated with Odom) and other ZNU leaders, as well FPG's Gallagher (standing, far right).



FPG has welcomed visiting scholars from universities around the world and is now

hosting its second researcher from ZNU, Weiya Li, a lecturer in the Department of Preschool Education in the College of Kindergarten Teacher Training. She is the principal investigator of "The Structural Modeling of Microsystem of Kindergarten and Its Application in the Context of Inclusive Education," a grant award from China's National Ministry of Education. At FPG, Dr. Li is collaborating with Odom and other researchers

on the development and investigation of early childhood and school-based programs for children with autism spectrum disorder.

According to Odom, FPG's new agreement with ZNU will benefit researchers, scholars, and professionals on both sides of the globe, solidifying a relationship with an international university with considerable resources. ZNU specializes in teacher education and consists of 18 colleges, offering 61 undergraduate programs to more than 25,000 undergraduates, 4,300 postgraduates and 15,000 adult students. Moreover, ZNU has established new collaborations in recent years with 92 universities and research institutes in 42 countries.

"Dr. Gallagher and I have learned a lot about the impressive early childhood programs we've visited," said Odom. "This collaboration will enhance our work."

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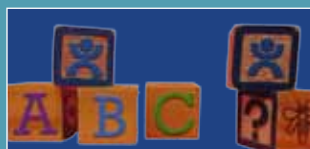
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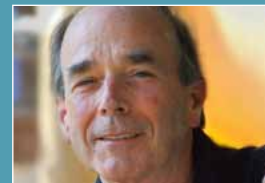
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# The International Initiative

**A** scientist with transatlantic roots, Iheoma Iruka co-chairs FPG's International Initiative working group, and her recent appointment as associate director for research comes as FPG actively expands its international reach.

FPG's legacy of research and service has long had a growing global influence, and over the past two years alone, people in 185 countries have used FPG resources and read about the institute's projects. Director Samuel L. Odom and scientist Kathleen Cranley Gallagher recently traveled to Hangzhou, China, to sign a memorandum of agreement with Zhejiang Normal University. During the last few weeks alone, FPG researchers also have spoken in Scotland, conducted webinars in Ireland, and held workshops in India. As well as hosting visiting scholars from universities around the globe, FPG has active projects in Saudi Arabia and Canada, and this past year has brought new funding to programs abroad that are based on FPG's seminal Abecedarian Project—a forerunner in the design of high-quality programs for young children.

This issue of *Early Developments* focuses on much of FPG's multifaceted work that comprises our International Initiative. We explore the intercontinental influences on Dr. Iruka's work, the worldwide popularity of FPG projects, new collaborations around the globe, ever-changing transnational demographics within the U.S., and much more.



# Enriching FPG's International Vision

As FPG goes global, Iheoma Iruka offers transatlantic insights on parenting and poverty.



Iheoma Iruka has lived comfortably in Nigeria and experienced poverty in Massachusetts. She has seen the remnants of colonialism in African life and the vestiges of slavery in the U.S. She embodies an ongoing, interactive dialogue between very different reaches of the globe—parts of the world that nonetheless have their commonalities, too. Through her seminal research and a biography that sprawls between two continents, she also has discovered the cultural strengths of many people in poverty, dedicating much of her work to exploring the qualities and parenting styles of groups often stereotyped, marginalized, and misunderstood only as “the poor.”

Iruka’s own family is a tale of two worlds. FPG’s new Associate Director for Research was born in Texas to U.S.-educated parents from Nigeria. She moved across the Atlantic and received her pre-school care in Nigeria, where she was taught until second grade, after which she re-crossed the ocean





for a childhood in Boston. Years later, her research and post-secondary schooling would land her in a city at another international crossroads; she received her Ph.D. from the University of Miami in 2005. Since then, she has developed expertise in several fields but particularly focuses on determining the interplay between race and ethnicity, poverty, parenting, and early education environments—all of which effect early development and later outcomes for children.

Four of Iruka's sisters were born abroad, and having a foot on each side of the Atlantic has informed her work throughout her career. "People see me as African American," she said. "Black people are not monolithic, though. I'm a dual-language learner and a first generation immigrant. But this raises the question: when we look at people, do we really know who we are researching?"

According to Iruka, the American approach to understanding and serving people in poverty often focuses on deficits and may miss the full richness of experiences in poor communities. "We need to understand the complexities," she said. "We need to understand who these kids and families are. We need to get the inner perspectives of kids belonging to many different groups. These are unique kids. What are their strengths?"

Research has begun to answer some of these questions and to reveal realities that contradict stereotypes about poverty, although Iruka noted the impossibility of a composite profile that fully encompasses peoples of all races, ethnicities, and experiences. Nonetheless, she believes that people in poverty adapt to their economic situations. "They can enjoy life," she said. "Their sense of community is essential. They take care of one another's kids. They share, they connect. In poor communities especially, people see other families as important. They're open to learning. And the children don't think of themselves as poor."

As in the U.S., disparity in resources separates rich and poor in Nigeria, where the residue of colonialism keeps that country's oil money from a large majority of the population. Despite widespread poverty, though, Iruka has seen

"a lot of good learning" in Africa. As a result, she believes that side of the Atlantic has lessons to offer this one. "Africans capitalize on resources like grandparents and families and community skills," she said. "Considering that sort of 'educational wealth' can help us with innovation here, starting with our approaches to what learning looks like."

As FPG scientists collaborate with numerous peoples worldwide, Iruka believes these cultures have much to teach and much to reveal. One of her main research emphases is parenting, and while she believes there are some common cross-cultural elements to effective and successful parenting, more research is essential. "We know good parenting is nurturing and engaged and aware of kids' needs," she said. "But what about Asian 'Tiger Moms' or African American 'Tough Love'? We don't really know everything about those cultural styles of parenting."

According to Iruka, understanding parenting remains essential to understanding outcomes for children and families in poverty. "Parents are forever," she said. "They're the child's first teachers, and without the parents, you can only do so much."

For the FPG scientist, families embody the kind of educational wealth on which African communities capitalize, and Iruka believes that in the U.S., schools are the means to connect with parents. "We want families to be a key part of education," she said. "The schools' relationships with families are vital. Families need to know they are valuable and will have an impact on the classroom, on the curriculum. When they understand this, they'll make time to become involved."

Iruka also believes FPG's research must continue to impact policies and practices. "We need science to move forward and address important issues," she said. "How do we do better for dual-language learners? How do we do better for immigrants? How do we do better for all subgroups in poverty? How should we address downward economic mobility?"

And who better to help answer such questions than a scientist whose experiences straddle the Atlantic? ■



## International Initiative Working Group Announces New Co-Chairs

Cultural practices differ across countries, but the promotion of child development, health, and education is of central interest to all societies. With FPG senior scientist Debra Skinner—who conducted postdoctoral training and research in Nepal and the U.S. on cross-cultural approaches to the study of human development—Iheoma Iruka has co-chaired FPG's International Initiative working group. Taking its charge from FPG's Strategic Plan, the group has served to establish relationships with child development scientists and practitioners in other countries in order to advance cross-national knowledge. Although Iruka's term as co-chair is coming to a close, she plans to remain highly active with the group, which has announced that FPG investigators Ximena Franco and Chih-Ing Lim, who both offer extensive cross-national experience, will become the new co-chairs.

Ximena Franco has more than ten years of experience in clinical, life-span developmental psychology and applied research, mostly through working with ethnically diverse children and families within clinic, school and community settings. She is especially interested in the study of socio-emotional development of preschool-aged dual language learners (DLLs). Currently, she serves as the project director for a multi-site study focusing on the relationship between language exposure and language development of Spanish-English bilingual children. She also serves on FPG's study of the Nuestros Niños Program, which is testing the efficacy of a professional development intervention for teachers of DLLs in preschool programs. In addition, she is a member of FPG's Race, Ethnicity, Linguistic and Cultural Diversity working group.

Chih-Ing Lim is co-principal investigator on FPG's Supporting Change and Reform in Preservice Teaching in North Carolina (SCRIPT-NC), which recently won the Office of the Provost Engaged Scholarship Award from UNC's Carolina Center for Public Service. The project works with community college faculty to revise their program of studies in order to better prepare early childhood professionals to serve children who are ethnically, linguistically, and ability-diverse. She also serves as project coordinator for FPG's Center to Mobilize Early Childhood Knowledge (CONNECT), which has garnered a substantial worldwide audience for its online modules. Last year, she published an article with the Swedish scholar Margareta Adolfsen in the *British Journal of Occupational Therapy* on a study based on the International Classification of Functioning, Disability and Health for Children and Youth. Prior to moving to the United States, she was a preschool officer at the Ministry of Education in Singapore and taught music and math in a secondary school.

# CONNECTing the World to Evidence-Based Practices

**Technology and a two-way, user-friendly flow of information bring international popularity to a professional development project for early childhood practitioners—and real-world solutions to children with disabilities.**

**F**PG has been providing free training to a rapidly growing worldwide audience, helping early childhood educators learn how to teach young children with disabilities. Since FPG's Center to Mobilize Early Childhood Knowledge (CONNECT) first pioneered the use of their online multimedia modules in 2010, the project has delivered cutting edge instruction to users in more than 180 countries.

For FPG senior scientist Pamela J. Winton, CONNECT's Principal Investigator, the popularity of the online modules was a classic case of supply and demand. "The research showed that many early childhood practitio-

ners didn't have the confidence and skill they really needed to serve young children with disabilities," said Winton. "Early childhood teacher preparation programs often don't require any courses on working with children with disabilities—even when a program's stated mission is to prepare early interventionists and early childhood special educators."

Since many higher education programs designed to produce the next generation of teachers for classrooms with children with disabilities never actually offered professional development regarding those children, Winton and colleagues decided to launch CONNECT. Through a partnership

with the University of Kentucky and the University of Kansas and with funding from the U.S. Office of Special Education Programs, the project was born. CONNECT began developing its web-based modules on effective research-based practices in order to help faculty and professional development providers fill that vacuum of program content on children with disabilities.

Each of CONNECT's seven modules focuses on a discrete practice in a key content area and builds the capacity of early childhood practitioners for evidence-based decisions—a key emphasis, according to Winton. "The modules show educators how to recognize realistic problems they can solve and how to understand the importance of bringing multiple perspectives and sources of evidence to home-based and classroom situations," she said. Winton added that CONNECT also helps practitioners to identify which content is high quality and most pertinent.



Winton and the CONNECT team developed the modules through ongoing feedback from faculty and other professional development providers, administrators, and families. Constant collaboration, testing, and refining established a two-way flow of information, which, Winton says, was “a core value of our work.” The result was instruction that came in a variety of formats—including audio and video clips, activities, handouts, and supporting resources for instructors—content that was easily adaptable to the needs of multiple audiences and contexts.

In short, that two-way flow of information helped to make for modules with built-in popularity, which Beth Rous, CONNECT’s co-principal investigator at the University of Kentucky, capitalized on in order to spread the word around state childcare networks.

With a no-cost price tag for users during the federal funding period and the globe-shrinking power of the World Wide Web, CONNECT’s multimedia instruction has circumnavigated the planet—generating over 1.8 million page views of the modules alone. The project’s international appeal has fostered even greater demand, such as the invitation for Winton and FPG co-principal investigator Virginia Buisse to deliver several presentations and workshops this past fall in Melbourne at Australia’s inaugural National Early Childhood Inclusion Conference. Buisse and CONNECT Project

Coordinator Chih-Ing Lim, who is incoming co-chair of FPG’s International Initiative working group, also have answered requests to travel to Singapore to discuss the project, with Lim having trekked to speak to IndoCare in Jakarta last year as well.

With so much interest in CONNECT’s user-friendly instruction, it might seem the FPG project has no limit to its audience. Who, after all, couldn’t CONNECT reach?

“Technology removes many barriers,” said Winton. “But not all of them.” Indeed, perhaps the largest challenge left for

CONNECT to surmount is one of the oldest to face humankind: the language barrier. However, with all modules now available in Spanish, the project already has begun making significant progress in translating modules for audiences at home and abroad.

In addition, CONNECT currently collaborates with FPG visiting scholar Haiying Guo, a professor of Special Education at Handan College in China’s Hebei Province, and Biying Hu, a professor at the University of Macau in Taipa, to offer versions of CONNECT Modules in Chinese Mandarin. Hai-

ying Guo’s research addresses early childhood education and preschool inclusion in China, and while at FPG she has worked to adapt and translate CONNECT Modules, tailoring the instruction for China’s cultural context. Biying Hu recently piloted the Chinese

version of CONNECT’s first module with a group of preschool teachers in Beijing.

Another fruitful cross-national collaboration has brought CONNECT Modules to Europe. Raquel Corval was an FPG visiting scholar from Portugal, where she lectures on early intervention for

the School of Education at Instituto Superior de Educacao e Ciencias, as well as serving as a team member of the school’s early intervention center. During her time at FPG she translated, adapted, and implemented CONNECT Modules for her home country.

“I can see how the CONNECT Modules can fill the gap in Portugal for early childhood professionals who may not have enough skills and knowledge to respond to the everyday challenges that they face,” she said during her stay in the U.S. According to Corval, new Portuguese legislation

**CONNECT began developing its web-based modules on effective research-based practices in order to help faculty and professional development providers fill that vacuum of program content on children with disabilities.**

# CONNECT Modules

Using videos, activities, and narratives, online CONNECT Modules guide learners through practices to solve early learning dilemmas and teach how to serve young children with disabilities effectively. Each module focuses on a discrete practice in a key content area and is organized around CONNECT's 5-Step Learning Cycle™, an innovative approach for making decisions based on evidence-based practices.

## Module 1: Embedded Interventions

The practice of embedded interventions helps children participate in a variety of early learning opportunities and environments and promotes high quality inclusion.

## Module 2: Transition

These practices help to support children and families as they transition between programs in the early care and education system.

## Module 3: Communication for Collaboration

Effective communication practices promote collaboration with professionals and families in early care and education, as well as in intervention settings.

## Module 4: Family-Professional Partnerships

These practices support building trusting family-professional partnerships when working with families of young children.

## Module 5: Assistive Technology

Learners will understand the purpose, uses, and potential benefits of assistive technology interventions when working with young children.

## Module 6: Dialogic Reading Practices

Dialogic reading practices have specific purposes, uses, and potential benefits when working with young children.

## Module 7: Tiered Instruction

Tiered instruction can be used to enhance learning and development in young children in early childhood centers and programs.

### Visit CONNECT Modules

<http://community.fpg.unc.edu/connect-modules/learners>

### Read more about CONNECT's 5-Step Learning Cycle™

<http://community.fpg.unc.edu/connect-modules/5-step-learning-cycle>

had initiated a broad-based public-private partnership for the development of the “Early Childhood Intervention National System,” which planners have designed to ensure the provision of early intervention services throughout the nation.

“It certainly raised expectations amongst professionals, experts and families,” Corval said. “As I worked through Module 1, I saw activities that I think will work well in the context of Portugal with some modifications.”

Corval translated, adapted, and pilot tested the first CONNECT Module (“Embedded Interventions”) and later received funding from Fundação Calouste Gulbenkian to do the same for the “Family-Professional Partnerships” module. She plans to pilot the family module by conducting five professional development sessions with preschool teachers and early intervention teams.

CONNECT will contribute to a symposium on “Improving Quality in Inclusive Early Childhood Education and Care Settings” with Portuguese scholars at BRAGA2014 Embracing Inclusive Approaches international conference in July. Winton, however, believes CONNECT's real power to influence lives in Portugal and other countries comes across even more in stories like one that came out of Corval's pilot of the first module for a group of preschool teachers who work with children with disabilities in inclusive classrooms.

The group's final assignment was to present a personal dilemma and explain how CONNECT helped them consider evidence-based strategies. According to Corval, the CONNECT Module helped participants use insights and decision-making skills in multiple contexts for solving new dilemmas. One of the participants from that session applied CONNECT's approach in order to solve a family's dilemma

about the lack of adaptive equipment in their neighborhood public park. Such parks, inaccessible for children with disabilities, are the norm in Portugal, but the teacher in Corval's pilot was intent on developing a project that partnered with private investors in order to create a park that all children could use.

"In the future," Corval said, "who knows if this doesn't change policies in Portugal?"

Or around the rest of the globe? ■

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**To Learn More**

<http://fpg.unc.edu/projects/connect-center-mobilize-early-childhood-knowledge>

## New from CONNECT

### CONNECT Courses

Soon, faculty and professional development providers can send learners to self-guided, self-paced, online CONNECT Courses for CEU, designed for early childhood teachers. These courses will integrate Project CONNECT's subject matter with interactive online learning. The content mirrors CONNECT's modules and utilizes the 5-Step Learning Cycle™. Subjects include: tiered instruction, learning environments that promote high quality inclusion, transition practices that support children and families, communication that promotes collaboration between professionals and families, building trusting partnerships between professionals and families, purposes and benefits of assistive technologies, and dialogic reading. <http://connect.fpg.unc.edu/>

### The Foundations of Early Childhood Inclusion Training Curriculum

CONNECT developed this product after a request from the NC Division of Child Development and Early Learning to provide technical assistance practitioners with a state-wide curriculum to help them provide support to child care teachers about inclusion of young children with disabilities. The Foundations of Early Childhood Inclusion Training Curriculum engagingly introduces the laws, policies, and research-based practices on early childhood inclusion and includes a facilitation guide, the Foundations of Inclusion Birth to Five video, handouts, and activities. Despite the state-specific impetus for its creation, the content is relevant across the country, and, in addition, the curriculum is free and available online.

<http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/>

**Training-Module-on-Early-Childhood-Inclusion**



# Abecedarian International

New projects around the world and new blockbuster findings with implications for health policy globally keep FPG's Abecedarian Project at the forefront of the fields of child development and early education.





he Abecedarian Project, one of the world's oldest and most oft-cited early childhood education programs, marks its 42<sup>ND</sup> anniversary this year with new results from a groundbreaking study from FPG researchers

and Nobel laureate James J. Heckman—as well as several new international projects that showcase adaptations of the curriculum the project first developed four decades ago.

Since its inception, the Abecedarian Project has become synonymous with positive, long-term effects of high-quality early care and education, particularly with regard to the power of early intervention to surmount some of the disadvantages of poverty. Children raised in low-income families typically have poorer academic achievement outcomes on average than other children and are much less likely to attend college. In addition, they are more likely to become teen parents, more likely to smoke, and more likely to be unemployed—and they also may face other adverse outcomes. Not only do these outcomes contribute toward unmet personal potential, but they become expensive to taxpayers.



### The Design and the Innovative Curriculum

The Abecedarian Project represented a revolutionary approach in early childhood education. It differed from other childhood intervention projects because it began in early infancy and exposed children to a high-quality child care setting for five years—the entire period from birth through school entry—instead of the shorter durations typical of other projects.

Before handing the reins to current principal investigator Frances A. Campbell, Craig Ramey was the PI of the original study, a randomized trial to examine the extent to which intensive early childhood education could overcome the odds of developmental delays and academic failure for children born into low-income families. Following an experimental design, researchers recruited 111 at-risk children from low-income families in Orange County, North Carolina. Although ethnicity was not a selection criteria, most children were African American and born between 1972 and 1977.

In addition to receiving their health care on-site from staff pediatricians, children benefited from stable and predictable early childhood experiences, attending a high-quality child care center for five years, five days a week, year round—and receiving an innovative program of educational experiences, the “Abecedarian Approach,” comprised of four key elements: Language Priority, Conversational Reading, Enriched Caregiving, and *LearningGames*<sup>®</sup>. Researchers designed the early childhood educational activities to support age-appropriate development across the infant, toddler, and preschool years.

In creating the program, researchers designed their activities as playful back-and-forth exchanges between adult and child. “I had picked up on the game idea and decided it was a good way to make an educational program,” said FPG senior scientist emeritus Joseph Sparling.

Sparling originally helped plan and administer the Abecedarian program, and with the curriculum’s co-creator Isabelle Lewis, he considered the milestones of child development, the findings of developmental research, and especially the developmental concepts of psychologist Lev Vygotsky. “We also tried to make the games fun,” said Sparling, “so that the adults would keep using them.”

Sometimes the games integrated traditional activities, such as peek-a-boo. Each child had an individualized prescription of games, and as children aged their activities became more conceptual and skill-based. Although the games focused on social, emotional, cognitive, and physical areas of development, they gave particular emphasis to language. “We told the teachers that every game is a language game,” says Sparling. “Even if the activity focused mostly on motor skills, the teachers still needed to talk to the children and to elicit age-appropriate language from them.”

But could this approach actually work?

Researchers took the games into the nursery or classroom for formative evaluation, testing the curriculum and producing 200 successful games. In 1978, they published the curriculum as the *LearningGames*<sup>®</sup> book series—the first scientifically validated infant and toddler curriculum. Today, the *Creative Curriculum LearningGames*<sup>®</sup> series still comprises 200 games in five volumes and finds wide use in preschools, group daycares, family daycare homes, parent groups, and home visitations.



## The Groundbreaking Findings

Not only did project researchers back the program with rigorous science, they also followed the participating children well into adulthood, assessing them at age 5, 8, 12, 15, 21, and 30, as well as in their mid-30s for the latest study. Through age 15, I.Q. scores for the children who received the birth-to-age-5 Abecedarian intervention were higher than those of the randomly assigned control group. The Abecedarian children also scored higher on achievement tests in math and reading during their elementary and secondary school years. In addition, they had lower levels of grade retention and fewer placements in special education classes.

Campbell, who has been with the project from the start, took over for Ramey as principal investigator midway through the age 15 follow-up study and since then has served as principal investigator. At age 21, the treated group had maintained statistically significant advantages both in intellectual test performance and in scores on academic tests of reading and mathematics, and the treated group also had attained more years of education. In addition, recipients of the Abecedarian curriculum were more likely to attend a 4-year college or university, more likely either to be in school or to have a skilled job, or both. They also were less likely to be teen parents, less likely to smoke marijuana, and less likely to report depressive symptoms, when compared to individuals in the control group. At age 30, the treated group was more likely to hold a bachelor's degree, hold a job, and delay parenthood, among other positive differences from their peers. Age 35 brought blockbuster findings about health (more on this below).

The Abecedarian Project also brought unmistakable advantages for the teenage mothers with children in the study. By the time their children were 4½ years old, these mothers were more likely to have finished high school

and undergone post-secondary training, more likely to be self-supporting, and less likely to have more children. Additional training, employment experience, and education led to increased earnings and decreased reliance on social assistance, all of which were important factors when independent economists calculated cost-benefit ratios for the project.

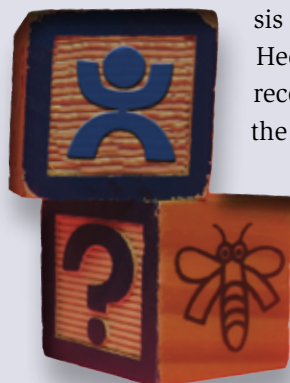
The economic benefit was clear. For every dollar spent on the program, taxpayers saved \$2.50 as a result of higher incomes, less need for educational and government services, and reduced health care costs. In short, the project has demonstrated that high-quality, enriched early education environments can help children surmount some of the disadvantages of poverty. Not only can the effects be far-reaching as children progress through adulthood, but the long-term savings to society also can be considerable.

And this year's new findings suggest those benefits both to people who receive high-quality education and care and to society at large may be even more comprehensive than research previously has shown. With substantial implications for health care and

prevention policy around the globe, the project's new study in *Science* reports that children who received high-quality early care and education from birth until age 5 enjoy better physical health in their mid-30s than peers who did not attend the childcare-based program.

The findings are the result of FPG's collaboration with scientists from the University College London and the University of Chicago, where Nobel Prize winner James J. Heckman spearheaded an intricate statistical analysis of data from the project. Not only did FPG and Heckman's team determine that people who had received high-quality early care and education in the 1970s through the project are healthier now—significant measures also indicate better health lies ahead for them.

“To our knowledge, this is the first time that actual biomarkers, as opposed to self-reports of illnesses, have been compared for





adult individuals who took part in a randomized study of early childhood education,” said Campbell. “We analyzed actual blood samples, and a physician conducted examinations on all the participants, without knowing which people were in the control group.”

“This study breaks new ground in demonstrating the emergence of the relationship between education and health,” said Craig Ramey. The original PI now serves as a professor of pediatrics and a distinguished research scholar at the Virginia Tech Carilion Research Institute. “It broadens our understanding of the power of high-quality early experience to change lives for the better.”

The new study determined that people who received early care with the Abecedarian program have lower rates of pre-hypertension in their mid-30s than those in the control group. They also have a significantly lower risk of experiencing total coronary heart disease (CHD)—defined as both stable and unstable angina, myocardial infarction, or CHD death—within the next 10 years.

Compared to the control group, males treated in the Abecedarian program have lower incidences of hypertension in their mid-30s. In addition, treated men less frequently exhibit combinations of both obesity and hypertension, and none exhibited the cluster of conditions known as “metabolic syndrome,” which is associated with greater risk of heart disease, stroke, and diabetes.

### The New International Projects

“It is of particular significance that an early educational intervention produced long-term health effects,” said Sparling. He and colleagues are now applying new versions of the curriculum in several countries.

At the University of Melbourne, Sparling is implementing the first year of a 3-year longitudinal study using an adaptation of FPG’s Abecedarian Approach in two remote Aboriginal towns in Australia’s Northern Territory. For this project a new edition of *LearningGames*® has been published, which includes cultural adaptations and all new photographs of indigenous families and children.

In addition, Sparling consults on a study of the Abecedarian Approach in an urban child care center in Winnipeg, Manitoba, where the enrolled children are from First Nations or recent immigrant families. Also in Manitoba, Red

River College is hosting a web-based professional development resource for the Abecedarian Approach, for which Sparling is providing guidance. Further east, he has consulted with a community college (Cégep de Saint-Jérôme), north of Montreal, on the training of family child care providers and other early childhood professionals. *LearningGames*® was published in French as *Jeux d’enfants*, and during the last three years several thousand early childhood workers have been trained in a 12-hour course.

In Mexico, Sparling has provided professional development for 75 leadership individuals in the Centros de Desarrollo Infantil network in Monterrey, Nuevo León, serving over 3000 children enrolled in high quality child care

centers and over 1000 in parent-child education groups. On the other side of the world, he also has trained pediatricians and other health professionals to implement the Abecedarian Approach as part of the parent education and support program offered in China’s Maternal and Child Health Hospitals.

Campbell is internationally recognized for her work,

too, and over the years she has visited Australia, China, South Africa, and Ireland to deliver presentations and exchange ideas about the project. The FPG senior scientist said many factors might have contributed to the sustained and substantial health benefits now seen for study participants in their mid-thirties: more intensive pediatric monitoring, improved nutrition, a predictable and less stressful early childcare experience, and improved adult education. Even without pinpointing a single mechanism responsible for improved adult health, scientists involved in the Abecedarian effort agree that early childhood interventions are an encouraging avenue of health policy to explore.

“Good health is the bedrock upon which other lifetime accomplishments rest, and without it, other gains are compromised,” said Campbell. “Investing in early childhood programs has been shown to pay off in ways we did not anticipate forty years ago when the Abecedarian study was founded.” ■

### To Learn More

<http://fpg.unc.edu/projects/abecedarian-project>

<http://tinyurl.com/SparlingAustralia>



While FPG's influence reaches around the globe, in keeping with America's tradition as a nation of immigrants, people from around the globe also continue to make the U.S home.

# Understanding the 21st-Century Melting Pot

The United States remains a nation of many cultures, and understanding the needs and strengths of the children from populations from across the world who now live in the U.S has never been more important.

These dual-language learners (DLLs) represent a large and rapidly growing group of children in the U.S. By 2006, already nearly one in three children enrolled in Head Start or Early Head Start lived in a household in which a language other than English was spoken. Children who have lower English-language abilities than their peers benefit the most from programs like Head Start and public pre-k—but exactly how and why require continued exploration.

Understanding the how and why, though—as well as applying what we know—has become the mission of several FPG projects and studies designed to help DLLs in preschool and beyond.

## Projects for Dual-Language Learners

Under principal investigator Dina C. Castro, FPG's **Center for Early Care and Education Research—Dual Language Learners (CECER-DLL)** has led national activities designed to improve the state of knowledge and measurement in early childhood research on young DLLs and their families, further advancing the evidence base for practices to support young development and learning. This past summer, for instance, CECER-DLL sponsored a Policy Forum on Early Development and Education of Dual Language Learners at the National Press Club in Washington, D.C. CECER-DLL's principal investigators also briefed House and Senate staffs on a report prepared by FPG, which state and federal lawmakers can utilize when considering how to fund and assess Head Start, publicly funded preschool, and literacy and cognitive development programs.

In their brief to Congressional staffers, Castro and other CECER-DLL investigators provided a synthesis of

research on dual-language learners and made several federal-level policy recommendations, addressing: early and accurate assessments of DLLs, strengthening human capital (teachers) in early childhood education programs, enhancing the coherence of programmatic components, continuing to explore dual-language programs for DLLs, and creating data bases to monitor and assess DLL performance.

For several years, Castro also led FPG's **Nuestros Niños Program**. With the continued guidance of co-principal investigators Cristina Gillanders and Donna M. Bryant, investigator Michael T. Willoughby, and investigator Ximena Franco, who is incoming co-chair on FPG's International Initiative working group, the **Nuestros Niños Program** examines strategies for promoting school readiness for DLLs. Over the last decade, the project has moved through three phases, addressing important issues brought about by the changing demographics of the nation and the need for more information about the appropriateness of services for children and families from diverse backgrounds.





Originally, the project's goals were to examine how well early childhood and intervention programs met the educational and linguistic needs of Latino children (birth to age 5) and their families, and to identify emerging policies and practices that supported these efforts. The second phase assessed the effects of professional development on teaching practices and child outcomes related to language and literacy learning among Latino English learners.

The Nuestros Niños intervention consists of an array of strategies that teachers use specifically to support children's development and learning in the areas of language, literacy, math, and social competence. Teachers participate in professional development, which includes interactive training institutes, ongoing support from a bilingual consultant, and opportunities

for reflection and shared inquiry with other teachers through community of practice meetings. The primary aims of the current phase of the project are to evaluate the effectiveness of the Nuestros Niños intervention, examine the extent of the effects of the intervention at entry into kindergarten and first grade, and determine which factors moderate the effects of the intervention on the short-term and longer-term outcomes of Spanish-speaking English language learners.

Improving pre-k through 3rd-grade school experiences for Latino children and their families is a primary goal of FPG's **FirstSchool**, which also focuses on African American and low-income children and families. The FirstSchool team provides expertise and professional development in collaboration with districts, schools, administra-

tors, and teachers to help them move toward a seamless approach for children ages 3 to 8. The project addresses ongoing school struggles to produce equitable outcomes across demographic groups, the increased presence of pre-kindergartens within public schools, the challenge of sustaining high instructional quality, and the need for qualified, knowledgeable leadership that advocates for positive beginnings for young children. FirstSchool has assisted with the North Carolina Race to the Top–Early Learning Challenge Grant and conducted outreach, dissemination, and professional development at state and national levels. In April, senior White House and Administration staff invited FirstSchool director Sharon Ritchie to discuss their work and the President's Early Education Agenda.



In addition, Teachers College Press recently released *FirstSchool: Transforming PreK–3RD Grade for African American, Latino, and Low-Income Children*.

Ritchie, lead author of the new book, also heads FPG’s **From Evaluation to Inquiry**, a project funded by the NC Department of Public Instruction to provide educators in struggling schools with lenses through which to view the experiences of their students and to make informed decisions about how to improve their school experiences. One of the key goals of the project is for administrators and teachers to explore the principles and use of collaborative inquiry to inform instructional practice and knowledge of student learning and progress, with a focus on improving learning of African American, Latino, and low income students. Additionally, the project aims to help administrators and teachers to better articulate the value, purposes, and use of assessment, as well as how it informs their instructional practices. Under the project’s guidance, administrators and teachers also will learn how to use data that support efforts to improve the school experiences of under-represented children, as well as how to use research observation measures and explore constructs of quality.

### Latest Research

“We know that early childhood is a critical period for children who are dual-language learners,” said FPG senior scientist Virginia Buysse, lead author of a recent comprehensive review of research on DLLs, which confirmed that widely available public programs

are helping these learners make important academic gains. “Many of them face the difficult task of learning a new language while acquiring essential skills to be ready for kindergarten.”

According to FPG senior scientist Ellen Peisner-Feinberg, who co-authored the review with Buysse and who also has led several evaluations of statewide pre-k programs,



dual-language learners enter kindergarten with skills that differ substantially from their

peers. “English proficiency has been linked to school performance, educational attainment, and the future economic mobility of Latino students,” said Peisner-Feinberg. “These children lag behind their peers when they begin school, though, and the gap only widens as they grow older.”

In 2007, the National Task Force on Early Childhood Education for Hispanics had referred to this knowledge gap as one of the most important unanswered questions within the field

of early childhood education. Buysse and Peisner-Feinberg wanted to gauge the current state of research and conducted their review of the latest studies, screening 4000 initial candidates from several academic databases before determining 25 that met their rigorous selection criteria.

Buysse said the dearth of top-caliber research itself was an important finding. “This is a surprisingly small group of studies, given the number of children under

the age of five in this country who do not speak English as their home language.” Almost all of the studies focused on Latino or Spanish-speaking children who were 3–5 years old. Most were enrolled in center-based early childhood programs.

Buysse and Peisner-Feinberg did find evidence to suggest that dual-language learners benefit from attending widely available, well regulated early childhood programs, such as Head Start or state-funded public pre-k. Moreover, these programs may be more beneficial for children who begin school with lower English-language abilities and less exposure to English—findings consistent with previous research.

“We also found some support across several studies both for using English as the language of instruction and for incorporating the home language into strategies that focused on language and literacy,” said Buysse.

Peisner-Feinberg said her own newly-released findings from 99 randomly chosen NC Pre-K classrooms that were part of an evaluation study during the 2012-2013 school year suggest that participation in North Carolina’s program may be especially valuable for DLLs, who showed significant growth for all skills measured in English and for most skills measured in Spanish.

These findings dovetail with a recent research brief that the Foundation for Child Development funded and produced in collaboration with the Society for Research in Child Development (SRCD), on which FPG Senior Scientist



Margaret Burchinal was co-author. According to *Investing in Our Future: The Evidence Base on Preschool Education*: “Positive impacts of preschool can be as strong or stronger for dual language learners and children of immigrants, compared with their English-speaking or native-born counterparts.”

While the brief concluded that generally “the same features of quality that are important to the academic outcomes of monolingual English speaking children appear to be important to the development of DLL children,” there also was an important difference—the language of instruction—which Buysse and Peisner-Feinberg also found.

According to the SRCD brief, “There is emerging research that preschool programs that systematically integrate both the children’s home language and English language development promote achievement in the home language as well as English language development.”

The SRCD brief further explains that “home language development does not appear to come at the cost of

developing English language skills, but rather strengthens them. Thus, programs that intentionally use both languages can promote emergent bilingualism, a characteristic that may be valuable in later development.”

This spring, FPG scientist Diane Early will be reporting findings from her research team’s recent evaluation of a newly-developed six-week summer 2013 program specifically aimed at Spanish-speaking DLLs who were slated to attend Georgia’s Pre-K Program



in the fall. Bright from the Start: Georgia’s Department of Early Care and Learning initiated the program after FPG’s evaluation of Georgia’s Pre-K Pro-

gram, which showed that although Spanish-speaking DLLs made significant gains during pre-k, they entered pre-k behind their mono-lingual English-speaking peers on all language, literacy, math, and social outcomes. Early and her team have evaluated the quality of the instructional interactions and tracked the amount and use of Spanish and English in the summer program for DLLs.

Of course, what happens in classrooms isn’t the complete story of early experiences. FPG fellow Rebecca New has received a new four-year grant from the Spencer Foundation to conduct research into the acculturation of children in immigrant families. The project will be a longitudinal ethnographic study of Chinese and Mexican immigrant parents of young children, exploring cultural models of parenting and how they affect

their children’s transitions into early childhood education settings, among other topics. The project also involves FPG scientist Cristina Gillanders, who has played key roles on CECER-DLL, FirstSchool, and, as mentioned, on Nuestros Niños.

While findings mount about the importance of pre-k for DLLs and suggest how to tailor their education, complex early experiences and shifting demographics suggest that fully appreciating the needs and strengths of growing numbers of DLLs and their families will be an ongoing challenge. Because the early years in particular are central in shaping the lives of all children, FPG’s work on many fronts will continue to play a prominent role in understanding the people who comprise our 21st-century melting pot. ■

#### To Learn More

#### Read more about CECER-DLL

<http://fpg.unc.edu/projects/center-early-care-and-education-research-dual-language-learners>

#### Nuestros Niños

<http://fpg.unc.edu/projects/nuestros-ninos-program-promoting-school-readiness-english-language-learners>

#### FirstSchool

<http://fpg.unc.edu/projects/firstschool-implementation>

#### From Evaluation to Inquiry

<http://fpg.unc.edu/projects/evaluation-inquiry>

#### Buysse and Peisner-Feinberg’s DLL literature review

<http://dx.doi.org/10.1016/j.ecresq.2013.08.004>

#### The SRCD Research Brief

[http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/FCD\\_Evidence-Base-on-Preschool-Education\\_2013.pdf](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/FCD_Evidence-Base-on-Preschool-Education_2013.pdf)



# AN INTERNATIONAL AWARD AND AUTISM PROJECTS WITH WORLDWIDE INTEREST



FPG'S DIRECTOR RECEIVES INTERNATIONAL RECOGNITION,  
BUILDS NEW TIES WITH AUTISM RESEARCHERS ABROAD,  
AND DIRECTS A PROFESSIONAL DEVELOPMENT PROJECT THAT  
DISSEMINATES RESOURCES AROUND THE GLOBE.



In Munich this past November, the Theodor Hellbrugge Foundation awarded FPG director Samuel L. Odom the 2013 Arnold Lucius Gesell Prize for an outstanding career in the field of child development. Noting Odom's "extraordinary contributions" in research and service, the foundation presented him with the award at an international conference convened to celebrate the prize.

The Gesell Prize carries an award of 10,000 euros, a medal forged in silver, and a legacy alongside the international leaders in child development research. Only a dozen others had received the award before Odom.

"I'm extremely honored to receive the Arnold Lucius Gesell Prize and to be added to a list of people whose work I've deeply admired," said Odom, whose distinguished career has focused most recently on studying autism spectrum disorders (ASD).

Seventeen years ago, the foundation conceived the prize in memory of its namesake, Arnold Lucius Gesell, the esteemed pediatrician and psychologist whose accomplishments included founding the Yale Clinic of Child Development in the 1930s.

Past winners of the prize have hailed from Prague, St. Petersburg, London, and Zurich, in addition to the U.S. Recipients have included T. Berry Brazelton, the Harvard University MD whose publications include the popular Touchpoints book series, a guide for parents to their children's phases of development, and Marc H. Bornstein, the head of child and family research at the National Institute of Child Health and Human Development.

Emmy Werner, the University of California-Davis researcher best known for piloting a 40-year study of nearly 700 Hawaiian infants, won the prize in 2001. "Dr. Odom's work, which I greatly admire, clearly deserves the Gesell Prize," said Werner.

Autism spectrum disorders, developmental disabilities, inclusion, and special education are among Odom's areas of expertise, which he cultivated over a long career that originally led him as a University of Tennessee graduate student to Gesell's writing.

"Arnold Gesell's work was fundamental," said Odom, recalling his first exposure to the Yale pediatrician's research. "He was one of the first to chart the course of child development, clearly defining milestones for young kids as they grow, as well as helping to assess what might be typical or atypical."

Not long after his introduction to Gesell's work, Odom's budding career took him into research, too. Over the years he subsequently wrote or co-wrote over 100 publications, and he edited or co-edited 10 books on early childhood intervention and developmental disabilities. He often explored topics related to early childhood inclusion and preschool readiness, before later focusing on autism spectrum disorders, the epicenter of his current projects.

Odom's previous awards include honors for his teaching, service, and research, and Congressional committees twice have called upon him for expert testimony. But it was his

term on the National Academy of Sciences Committee on Educational Programs for Children with Autism that led him to turn his attention primarily to autism.

Since 2006, he has directed the Frank Porter Graham Child Development Institute, served as a professor in UNC's School of Education, and led several seminal projects. His recent work has addressed the effectiveness of a variety of approaches for children with ASD,

including peer-mediated interventions, independent work systems, and other strategies and techniques.

He currently heads the pioneering Center on Secondary Education for Students with Autism Spectrum Disorders, which is developing a comprehensive treatment model specifically designed for high school students—the first of its kind.

He also has served as principal investigator for the National Professional Development Center on Autism Spectrum Disorders (NPDC). An FPG team recently completed an exhaustive review of the latest science for the NPDC, offering crucial guidance to parents and professionals about the most effective practices to use with children and youth with ASD. People from dozens of countries have used the NPDC's resources, which include modules, videos, courses, presentations, and briefs.

In addition, Odom has worked to form connections with autism researchers and professionals in Saudi Arabia. The NPDC collaborates with the Center for Autism Research in Riyadh to establish and promote the provision of high quality programs and the use of evidence-based practices. Building on an initial contract in 2011, the current project supports intensive professional development in the United States and regular follow up and site visits in Saudi Arabia. FPG scientist Ann Cox, who also has provided support and consultation for the adoption of the NPDC's professional development model in Bangladesh, recently completed a three-week session with Saudi visitors, during which time they visited schools in Virginia.



“It’s an exciting time to focus on children with ASD,” said Odom. “The research on the most effective behavioral and social interventions for these children is accelerating—and so are our understandings of how best to translate and implement these approaches in homes, schools, and communities.”

In March, the Center for Disease Control reported that 1 in 68 children in the U.S. live with autism. Each of these children will incur an average additional cost of \$2.3 million for treatment and care over a lifetime, but early diagnosis and effective interventions can reduce that cost by two-thirds.

“Despite isolated reports of interventions helping some children to progress out of the autism spectrum, we’re not yet at a cure,” said Odom. “But the field’s increasing understanding of effective practices, as well as its ability to make use of them, will lead to many more positive outcomes for children and families.”

Across Odom’s career, Gesell remained important to his thinking about child development. In an editorial for the *Journal of Early Intervention*, Odom considered the pediatrician in light of research emerging from some of the new millennium’s foremost scientists and their followers. He termed Gesell a “developmental geographer” and a pioneer who himself had spawned an influential following of noted researchers in early childhood education and special education.

In addition to receiving the Gesell Prize at the Munich conference, Odom delivered two featured presentations, which included updates on the state of the current science on ASD. Indeed, Odom’s work has found an audience in Germany far more easily than Gesell’s own research originally did, and not merely because of the ease with which information today crosses the globe.

According to the Theodor Hellbrugge Foundation, National Socialism had isolated Germany from international research during a time when interest outside the country in Gesell’s long list of books was at its highest. This, in fact, prompted the German foundation to establish the award in Gesell’s memory.

In contrast, FPG’s work on behalf of children and youth with ASD remains far from isolated. Under Odom’s direction and a large complement of projects, FPG continually shapes the field at home and abroad. ■

#### To Learn More

<http://fpg.unc.edu/projects/center-secondary-education-students-autism-spectrum-disorder-csesa>

<http://autismpdc.fpg.unc.edu/>

<http://fpg.unc.edu/projects/promoting-use-evidence-based-practices-children-and-youth-autism-spectrum-disorders-and-the>

<http://fpg.unc.edu/project-list/764>

## Visiting Scholars Journey to FPG to Learn About Implementing Evidence-Based Practices for Children with Autism

FPG Scientist Ann Cox (center) and a group of scholars from Saudi Arabia and Bangladesh visited the U.S. capitol en route to a school site in Northern Virginia. These visiting scholars spent February 2013 with FPG to learn about the NPDC Professional Development Model and to receive training in its use with children and youth with autism spectrum disorders (ASD). They also visited school programs where the model is being implemented in Indiana and in Virginia to talk with actual practitioners, school administrators, and coaches about the benefits of the program for increasing the use of evidence-based practices for students with ASD. In 2014, Cox hosted another group of scholars from Saudi Arabia. While visiting FPG, they learned to use the Autism Program Environment Rating Scale (APERS) with proficiency.

The PDC@FPG offers proficiency training workshops on the APERS and other measures, as well as online learning opportunities, resources, courses, conferences, technical assistance services, information about study visits, and more: <http://pdc.fpg.unc.edu/using-apers-proficiency>



# news

## Elena Soukakou Delivers Training on the Inclusive Classroom Profile for the PDC@FPG

Elena Soukakou, originally from Greece and now senior lecturer at the University of Roehampton (London), visited FPG's new Professional Development Center (PDC@FPG) this past fall to help deliver a new workshop, "Using the *Inclusive Classroom Profile* (ICP) with Proficiency." Soukakou, a former FPG Postdoctoral Fellow, developed the ICP, and FPG's National Professional Development Center on Inclusion (NPDCI) also previously had designed an online instructional module for it.

The *Inclusive Classroom Profile* (ICP) is a structured observation rating scale designed to assess the quality of classroom practices that support the developmental needs of children 2½–5 years of age with disabilities in early childhood settings. Ratings on the ICP items indicate the extent to which program staff intentionally adapt the classroom's environment, activities, and instructional support in ways that encourage children's active participation in the group, through adjustments that might differ from child to child.

While most preschool classrooms have at least one child with a disability, teachers often have little or no training in educating and caring for these children. The PDC@FPG offered the "Using the *Inclusive Classroom Profile* (ICP) with Proficiency" workshop in April and will do so again in October.

Read about the workshop

<http://pdc.fpg.unc.edu/using-inclusive-classroom-profile-proficiency>

Read more about the ICP

<http://npdci.fpg.unc.edu/measuring-quality-inclusion-inclusive-classroom-profile>

Read more about the NPDCI

<http://npdci.fpg.unc.edu/>

## FPG and the KK Children's Hospital in Singapore Developing a Memorandum of Agreement

A group from KK Women's and Children's Hospital, the largest medical facility in Singapore, visited FPG recently to work with FPG scientist Christina M.

Kasprzak and technical assistance specialist Kathi Gillaspay



on the Early Childhood Outcomes Center, which is now part of FPG's Early Childhood Technical Assistance Center. The Center helps to improve state early intervention and early childhood special education service

systems, increase the implementation of effective practices, and enhance the outcomes of these programs for young children and their families.

The Singapore hospital representatives extended their stay to meet with FPG director Samuel L. Odom and several other researchers, including

the Abecedarian Project's principal investigator, Frances A. Campbell, senior scientists Barbara Davis Goldman, Virginia M. Buisse, Pamela J. Winton, and Karen A. Blase, as well



as the Targeted Reading

Intervention Project's Mary E. Bratsch-Hines, the Family Life Project's Patricia T. Garrett-Peters, and CONNECT's Chih-Ing Lim, who was a preschool officer at the Ministry of Education in Singapore before she moved to the United States. FPG and the hospital are developing a Memorandum of Agreement to promote new collaboration.





## FPG's Karen Blase Delivers Closing Plenary at Belfast Conference on Improving Children's Lives

FPG senior scientist Karen Blase recently travelled to Queens University in Belfast, Northern Ireland, to give the closing address for Improving Children's Lives: An International Interdisciplinary Conference. Blase, who co-directs FPG's National Implementation Research Network (NIRN) and the State Implementation and Scaling-Up of Evidence-Based Practices Center (SISEP), spoke about how implementation science can improve children's lives in a talk titled "Who Needs to Change and How Do We Do That?"

Blase noted that every community and agency wants to make a difference in the lives of children, youth, and their families, and evidence-based programs and practices can play an important role in creating such positive outcomes. However, while intervention research tells us which programs and practices to choose, it often tells very little about how to make the journey from science to routine practice in the real world.

Blase's presentation provided an overview of effective implementation strategies based on the science of implementation and the use of active implementation frameworks in typical service and community settings. She explained that changing current practices, transforming organizations, and aligning systems are challenges that sound implementation approaches can meet.

Read about FPG's  
National Implementation Research Network  
<http://nirn.fpg.unc.edu/>

Read about FPG's State Implementation and  
Scaling-Up of Evidence-Based Practices Center  
<http://fpg.unc.edu/projects/state-implementation-and-scaling-evidence-based-practices-sisep-center>

# more news

## FPG's Michelle Duda Works to Improve Child Addiction and Mental Health Outcomes in Canada

FPG scientist Michelle A. Duda is working with Canada's Centre for Addiction and Mental Health (CAMH) to improve outcomes for children and youth. CAMH's Provincial System Support Program is intended to create and build the implementation capacity of regional and local Implementation Teams. Using Active Implementation frameworks, Duda, is helping CAMH to develop the infrastructure for sustaining and scaling up interventions in children's mental health and addiction. She assesses current systems, provides recommendations for building capacity, creates opportunities to apply principles of implementation science, and supports leadership.

Duda, who serves on national and international advisory boards and science panels, also recently led a live chat for CAMH for an audience interested in learning how to put a health care intervention into practice. She spoke about the National Implementation Research Network's implementation science framework, which NIRN also delivers through Health Learning lessons developed in partnership with Alberta Health Services, featuring activities and experiences in a Canadian healthcare setting. Available through FPG's Active Implementation Hub, these lessons are short, interactive web presentations, focusing on specific implementation tools and practices. Users can view them online for self-paced learning or tap them for professional development in a team setting. Lessons include: "Developing and Using Terms of Reference to Support Implementation Teams," "Stages of Implementation: Where Are We?," "Practice Profile Tool: Planning for Implementation," and "The PDSA Cycle: Plan-Do-Study-Act Cycle for Rapid Cycle Problem Solving."

At the third biannual meeting of the International Consortium for Evidence-Based Practices in Ireland, Duda delivered a presentation on selecting evidence-based practices and building implementation capacity across Canada. She also spoke on the "Tools to Support System Change" panel last year at the first CAMH Knowledge Exchange Webinar.

Watch "Tools to Support System Change"

<http://vimeo.com/78016918>

Visit the Health Learning lessons at FPG's Active Implementation Hub

<http://implementation.fpg.unc.edu/workgroups/health>

## Austria's Marie-Therese Schultes Collaborates with NIRN

Marie-Therese Schultes, a research associate at the Faculty of Psychology of the University of Vienna, visited FPG's National Implementation Research Network (NIRN) in August and September. She currently is working on her dissertation, which centers on the implementation of evidence-based interventions. Her primary research interest is in finding and developing adequate measures of the uses of evidence-based programs in practice and ways to link these measures to program outcomes.

"She represents the best and brightest of the next generation of implementation researchers," said NIRN co-director Dean Fixsen. During her stay, Schultes learned more about how theoretical frameworks of implementation can be applied to practice settings, and NIRN learned more about implementation in Europe and its applications in different styles of human service systems.

Read about FPG's

National Implementation Research Network

<http://nirn.fpg.unc.edu/>

# more news

## Camille Catlett Travels India to Hold Workshops on Inclusion

A frequent presenter at international conferences, FPG scientist Camille Catlett traveled to India last year to hold workshops on inclusion. Catlett's recent research efforts have focused on developing, implementing, and evaluating professional development models, as well as models for preparing personnel to work with young children who are diverse.

Her first two workshops, "From All to Each and Every: A Journey to Inclusion" and "Evidence-Based Practices that Promote High Quality Inclusion," drew early childhood and early intervention professionals (faculty, physicians, therapists, and teachers) at the Fourth International Conference and Tenth National Workshop for the Madhuram Narayanan Centre for Exceptional Children in Chennai.

Later in the month she held "All Means All: Evidence-Based Practices for Supporting Each Young Learner" at the Center for Early Childhood Education and Development at Ambedkar University in Delhi. Sixty early childhood educators attended.

## Holland's Martine L. Broekhuizen Visits FPG to Work with Data from the Family Life Project

Martine L. Broekhuizen is a visiting pre-doctoral fellow from the Center for Child and Adolescent Studies at Utrecht University in the Netherlands. Her research focuses on the possible differential effects of early child care quality on child socio-emotional development. At FPG she is collaborating with senior scientist Margaret R. Burchinal, scientist Patricia Garrett-Peters, and postdoctoral fellow Irina Mokrova on a project that examines the combined effects of the home and early education environments in relation to socio-emotional development, using data from the Family Life Project.

Read about the Family Life Project <http://fpg.unc.edu/projects/family-life-project>





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