

Orientation

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I. Natural Allies? OK, what is it? [Handout of abstract and logic model]

A. Project Goals

- Enhance the preparation of college students to work with infants, toddlers and young children (0-5) of diverse abilities and their families in inclusive community settings
- Foster respectful and meaningful collaboration between early childhood personnel, organizations and initiatives and early intervention personnel, organizations and initiatives

B. Systems change model

C. Values

- Building on existing state and community initiatives, resources and expertise
- Supporting the participation of diverse partners (family, faculty, community partner, agency)
- Reflecting cultural, linguistic and ability diversity in project participants, methods and materials

D. Supports

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II. How were you selected to participate?

State leadership teams in each state convened and identified top priorities for change and improvement in the preparation of personnel to work with young children (0-5) and families, with emphasis on those children with special needs [handout on state priorities]. The state leaders identified the members of each state's "travel" team (family members, faculty members, community partners and agency representatives) based on who could help their state make progress in these important areas.

III. Who are you? [Handout]

IV. What are your priorities for the faculty institute? [HANDOUT]

- A. Content areas
- B. Systemic issues
- C. Instructional approaches
- D. Resources that would help you

V. How does the organization of the Natural Allies institute respond to your priorities?

A. Research-based

- Preservice Personnel Preparation Quality Indicators **[HANDOUT]**
<http://www.fpg.unc.edu/~scpp/pdfs/preserviceindicate.pdf>

B. Needs-based

- Instructional sessions organized around content areas of interest to you
- Instructional strategies of interest to you illustrated and demonstrated in sessions
- Library of exemplary early childhood and early intervention resources provided
- Human resources for you to draw on
- Individual planning time
- “Get Out of Jail Free” cards

C. Context-sensitive

- Team planning time
- Emphasis on ongoing self-assessment and your responsibilities as an active adult learner
- Tips for “Making a Difference” **[HANDOUT]**

VI. A trip to the “petting zoo”

VII. Resources

Winton, P. (1996). A model for supporting higher education faculty in their early intervention personnel preparation roles. *Infants and Young Children*, 8(3), 56-67.

Winton, P., Catlett, C., & Houck, A. (1996). A systems approach to early intervention personnel preparation: A model for moving toward collaboration and effective training practices. In A. Widerstrom & D. Bricker (Eds.), *Preparing personnel to work with infants and young children and their families: A team approach*. Baltimore, MD: Paul Brookes.

Winton, P.J., McCollum, J.A., & Catlett, C. (Eds.) (1997). *Reforming personnel preparation in early intervention: Issues, models, and practical strategies*. Baltimore, MD: Paul Brookes. Available online at http://www.fpg.unc.edu/whatsnew/pub_summary.cfm?apubsid=423