

JOHN NASH & BETH ROUS
UNIVERSITY OF KENTUCKY

john.nash@uky.edu

beth.rous@uky.edu

**DISRUPTING TRADITIONAL
APPROACHES TO INCLUSION
THROUGH DESIGN THINKING**

YOUR VIRTUAL HANDOUT

WHERE'S THE STUFF GONNA BE?

<http://dlab.uky.edu/isei>

FIRST

SOME BACKSTORY





**CHILD
OUTCOMES
AND GOALS**

**FAMILY
OUTCOMES AND
GOALS**

**CHILD
OUTCOMES
AND GOALS**



SERVICES

**FAMILY
OUTCOMES AND
GOALS**

**CHILD
OUTCOMES
AND GOALS**

SERVICES

**FAMILY
OUTCOMES AND
GOALS**

**CHILD
EXPERIENCE**



SERVICES

**FAMILY
EXPERIENCE**

**CHILD
EXPERIENCE**



**A service company
that happens to
sell shoes.**

A service organization
that happens to
educate children.

**COULD THE EXPERIENCE
BE BETTER...**

FOR KIDS?

FOR COACHES?



**THAT'S WHAT WE
SET TO FIND OUT**



**EARLY
CHILDHOOD
PROGRAM
DESIGN**

**HUMAN
CENTERED
SERVICE
DESIGN**



**APPLIED TO EARLY CHILDHOOD
SERVICES**

DESIGN THINKING

**A DELIBERATE AND THOUGHTFUL
SOLUTION-SEEKING APPROACH
FOR ADDRESSING COMPLEX
PROBLEMS.**

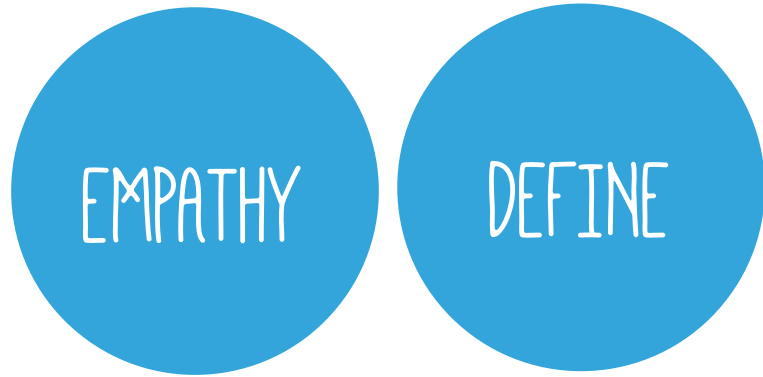
(BROWN, 2008)

DESIGN THINKING

DESIGN THINKING



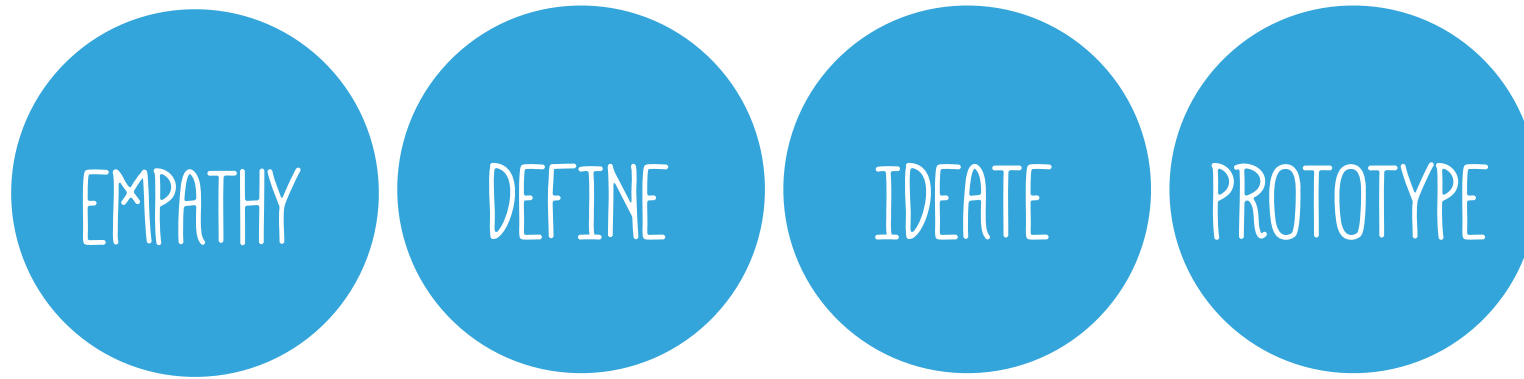
DESIGN THINKING



DESIGN THINKING



DESIGN THINKING



DESIGN THINKING



WHY DESIGN THINKING?

- ▶ Design thinking might be a good approach to early childhood service challenges (which are wicked problems)

PART 1

**CHILDREN AS PARTNERS IN
DESIGN**

WHO WE ENGAGED AS TEAM MEMBERS

- ▶ Children
- ▶ Families
- ▶ Teachers
- ▶ Center director

TOOLS OF THE TRADE

- ▶ Empathy Profiles
- ▶ Character composites
- ▶ User camera studies
- ▶ Technologies

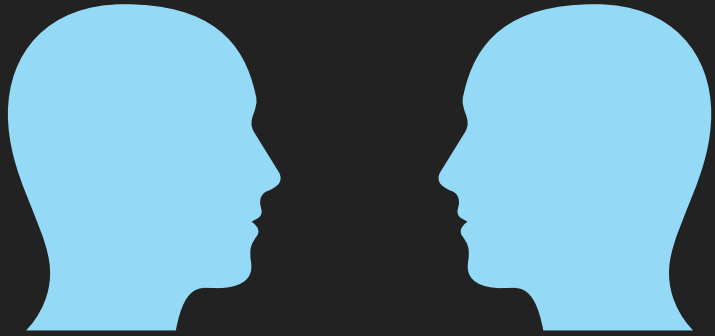
UNDERSTANDING ANOTHER

EMPATHY PROFILES

EMPATHY

REFRAMING HOW WE LOOK AT YOUNG CHILDREN

- ▶ Age and education-stage
- ▶ Family situation
- ▶ Hobbies and interests
- ▶ Basic needs
- ▶ Media interests (books, magazines, movies, tv shows, music)
- ▶ Personal strengths and personal challenges
- ▶ A regular ritual
- ▶ A source of pleasure-comfort objects
- ▶ Wants beyond basic needs
- ▶ A habit he/she wants to kick
- ▶ Something under control
- ▶ Something out of control
- ▶ A contradiction



**HOW DO THESE QUESTIONS
DIFFER FROM WHAT WE
USUALLY ASK?**

CRICKET CLASSROOM

| | |
|---------------------------|---------|
| STUDENT FIRST NAME | Child 1 |
|---------------------------|---------|

| ATTRIBUTE | DESCRIPTION |
|---|---|
| Age and Education-Stage <input type="checkbox"/> | Infant- 6 months |
| Family Situation | Only child, lives with mother and father |
| Hobbies and Interests | Bouncing in <u>mama-roo</u> , enjoys listening to music, fingerpainting, watching the leaves on trees outside |
| Basic Needs | Bottle/breast feeding, baby food feedings, sleep, diaper changes |
| Media Interests (books, magazines, movies, tv shows, music) | Looking at board books, listening to children's music |
| Personal Strengths and Personal Challenges | Strengths- social with friends (smiling, engaging in eye contact); allenges- physical development slightly delayed |

| EVIDENCE TO LOOK FOR | THE EVIDENCE AND WHAT YOU BELIEVE IT MEANS |
|--|---|
| A regular ritual | Playing with friends, napping, diaper changes, bottle feeding, playing with friends |
| A source of pleasure-comfort objects | Swaddle blanket, cold teething rings |
| Wants beyond basic needs | Interaction with teachers |
| A habit he/she wants to kick (based on family viewpoint) | Banging head against the floor (suspected from teething and mouth soreness) |
| Something under control | Good attitude, laid back |
| Something out of control | Self soothing |
| A contradiction | Enjoys rides in the infant buggy, but does not like rides in the carseat in the car |



MAKING INTERESTING OBSERVATIONS
INTO A FICTIONAL REAL CHARACTER

CHARACTER COMPOSITES

EMPATHY

CHARACTER COMPOSITE

GERRY

AGE AND EDUCATION STAGE: 5 years old, transitional kindergarten - could have attended regular kindergarten.

FAMILY SITUATION: adopted; lives with 2 moms, and his biological younger brother, 2 dogs.

HOBBIES AND INTERESTS: Just started piano lessons and really enjoys it.

KEY VALUES: Being liked by others, being valued and cared for.

BOOKS: Loves pretty much any book, loves to be read too! Creepy Carrots is a favorite! Loves books on CD or listening to stories on headphones.



CHARACTER COMPOSITE

GERRY

MUSIC: The GoNoodles website.

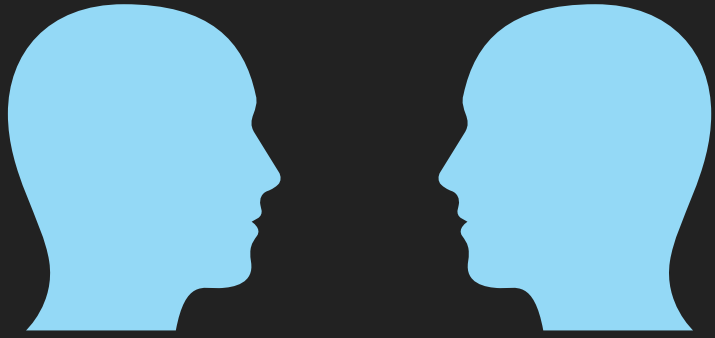
PERSONAL STRENGTHS: Social, Enjoys learning, affectionate, good sense of humor.

PERSONAL CHALLENGES: Extremely Impulsive, Has a hard time sitting still, needs space, can be quick to anger.

SOURCES OF PLEASURE: Loves playing with water! Gerry is an extreme sensory seeker. He loves anything that is messy. If he doesn't have a cognitive piece to go with the messy play it can rev his engine up quickly!

HABIT HE WANTS TO KICK: Impulsiveness. His impulsiveness causes friends to not want to play with him. Gerry has such a need to be accepted that he gets disappointed when others voice a desire to not play with him.

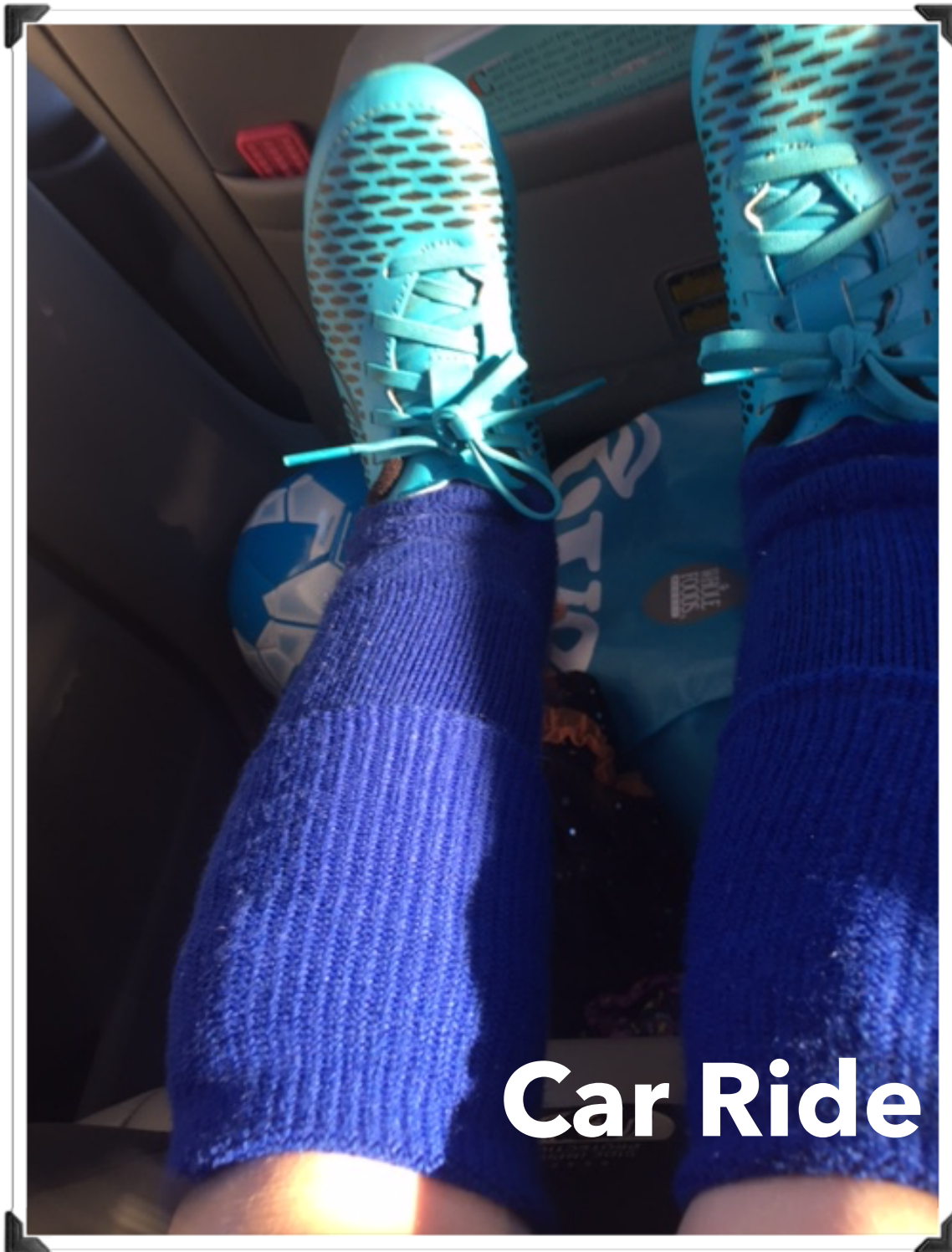




**WHAT CAN BE LEARNED
FROM CHARACTER
COMPOSITES?**

UNDERSTANDING A CHILD'S EXPERIENCE
BY SEEING IT THROUGH THEIR EYES

USER CAMERA STUDIES



Car Ride





Mealtime



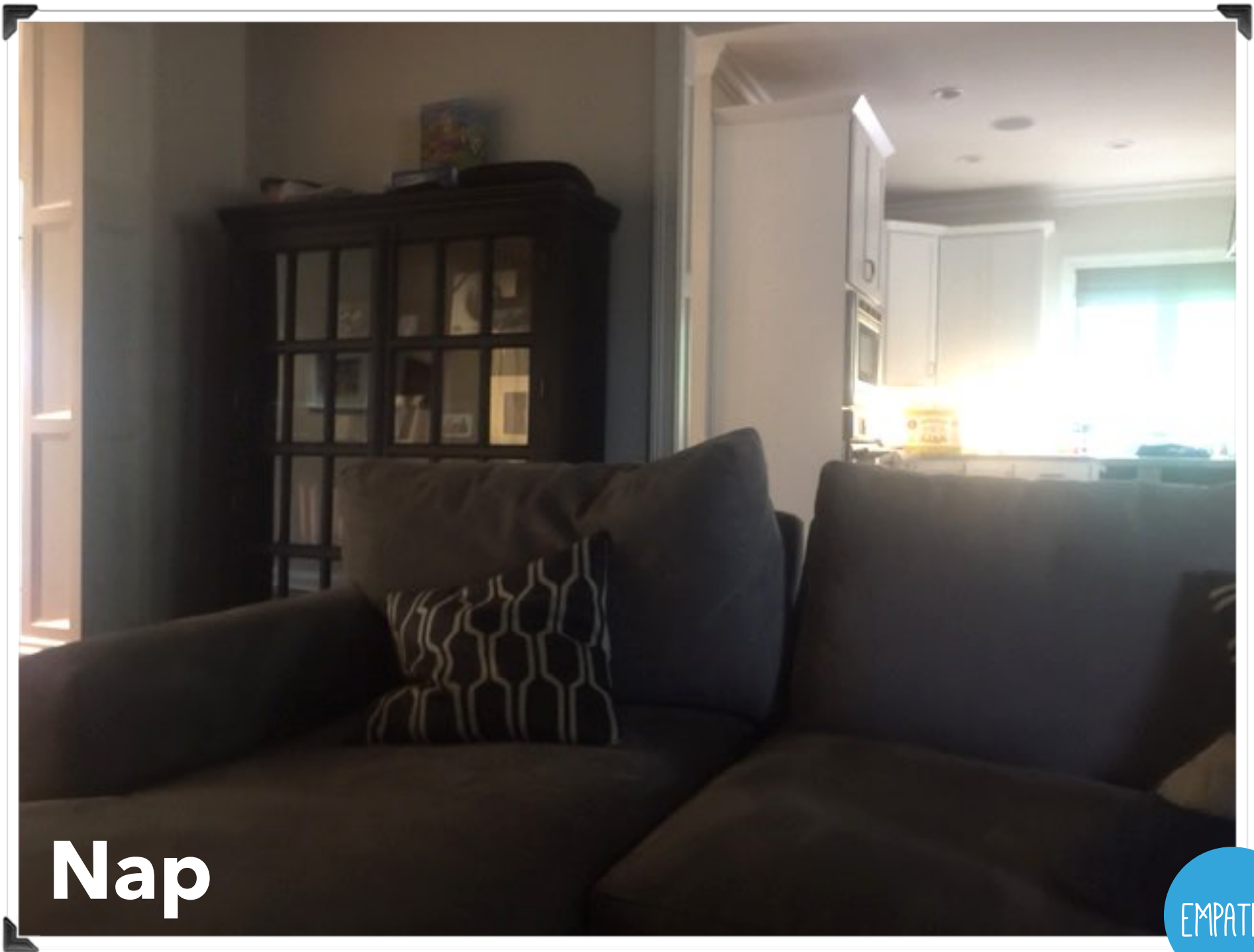


Seeing Friends

Bedtime



EMPATHY



Nap

EMPATHY

Playing





**Looking for
Friends**



My Toy Closet



EMPATHY



Errands with Mom

EMPATHY



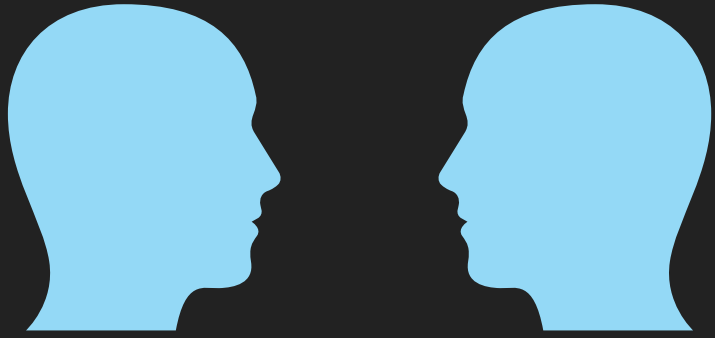
Hoping for Food

EMPATHY



Brushing Teeth



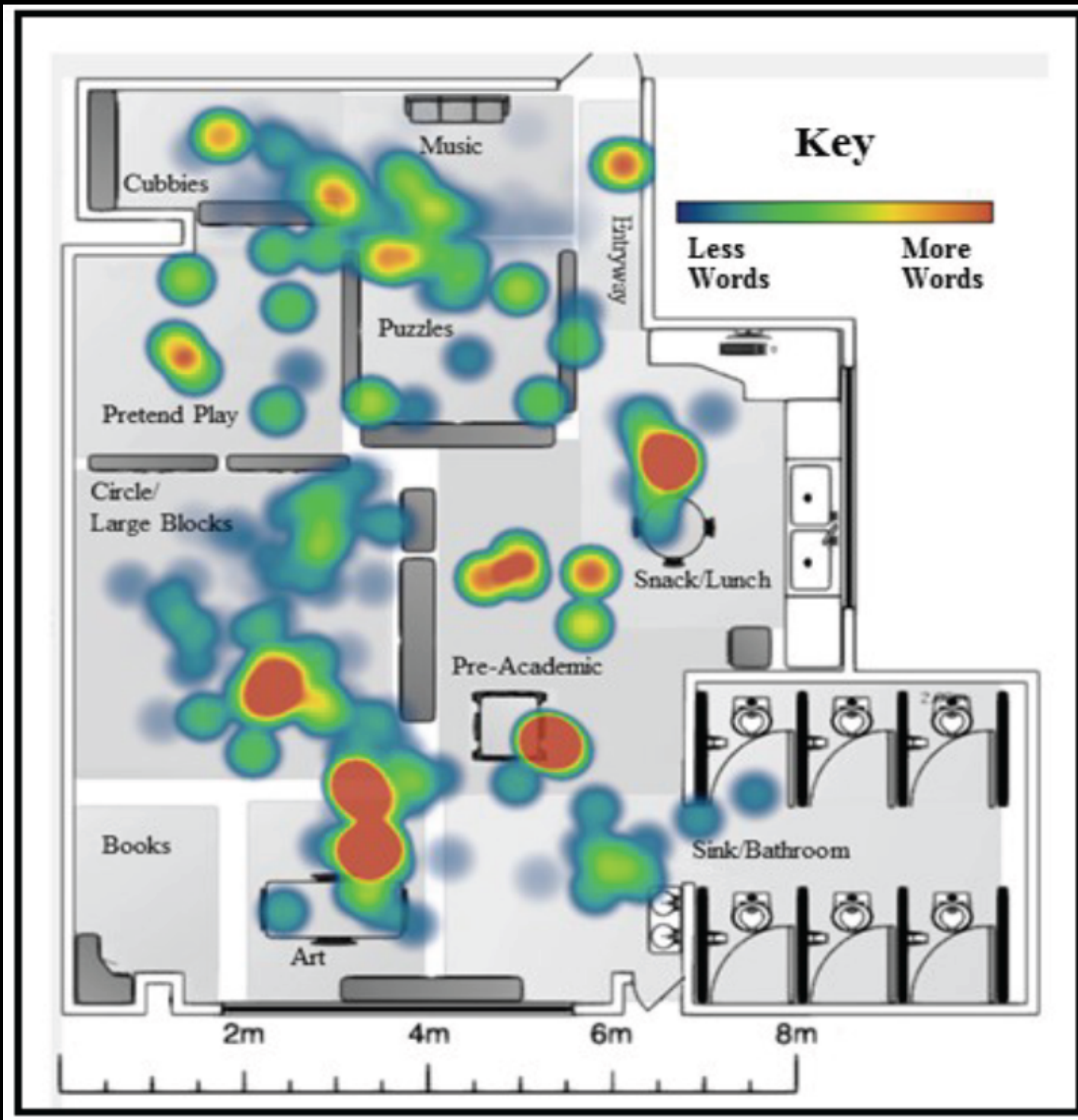


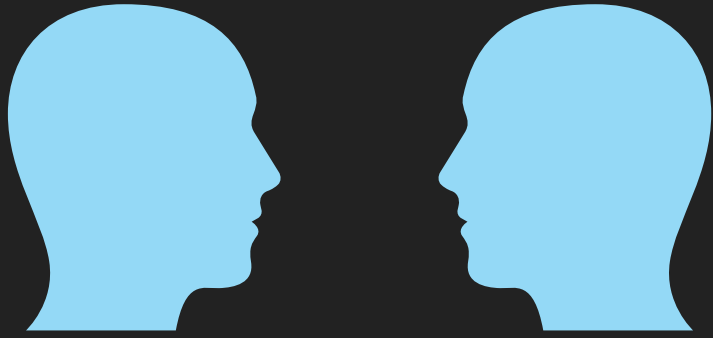
**WHAT CAN BE LEARNED
FROM CAMERA STUDIES?**

UBISENSE & LENA

TECHNOLOGY

EMPATHY





WHAT CAN BE LEARNED FROM MAPPING?

EMPATHY

PART 2

**COACHES AS PARTNERS IN
DESIGN**

KENTUCKY



POPULATION

Kentucky

New South Wales

2016

2017

4.4 million

7.7 million

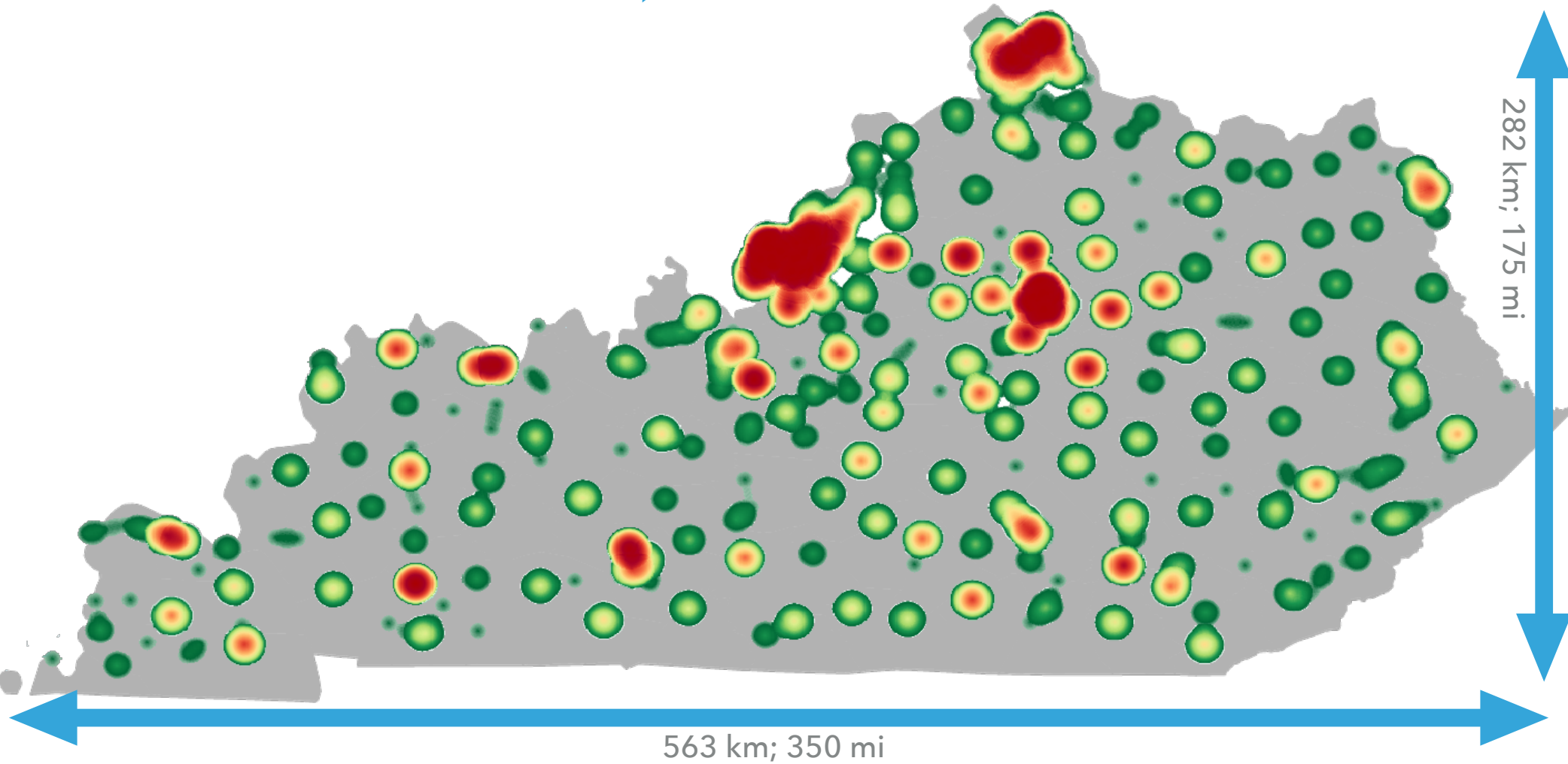
U.S. Census Bureau

Population Australia

KENTUCKY

104,659 SQ KM; 40,409 SQ MI

CHILD CARE PROVIDERS: 2,400



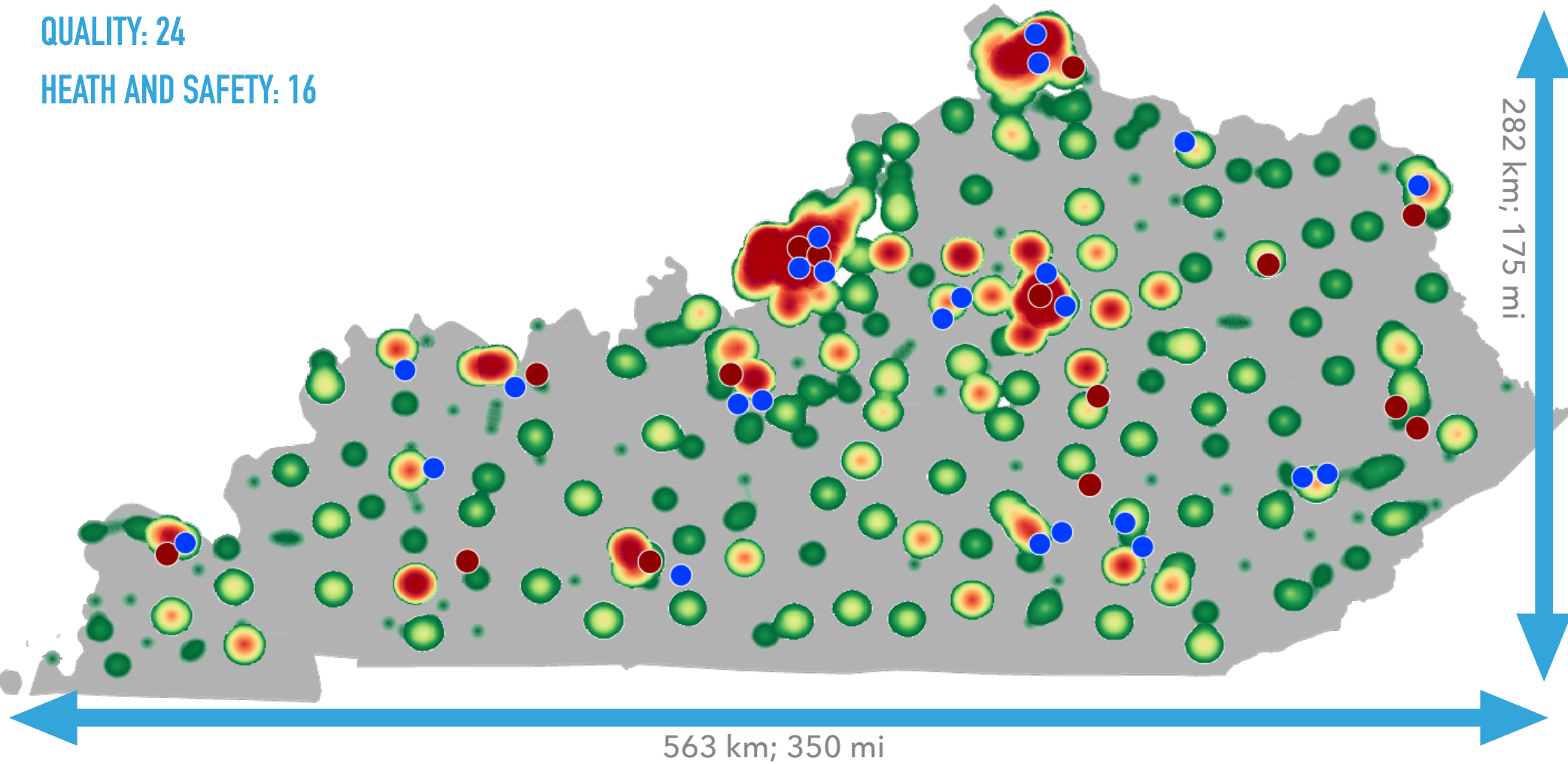
KENTUCKY

104,659 SQ KM; 40,409 SQ MI

COACHES: 40

QUALITY: 24

HEATH AND SAFETY: 16



COACHES SUPPORT CHILD CARE PROVIDERS IN IMPROVING QUALITY OF PROGRAMS AND SERVICES

EMPATHY

WHO WE ENGAGED AS TEAM MEMBERS

- ▶ Coaches
- ▶ Providers
- ▶ Coaches' supervisors
- ▶ Program administrators
- ▶ State agency staff

TOOLS OF THE TRADE

- ▶ Empathetic interviews
- ▶ Defining a point of view
- ▶ Prototyping

EMPATHY

PROTOTYPE

UNDERSTANDING THE NEEDS OF
ANOTHER

EMPATHETIC INTERVIEWS

EMPATHY

**28 COACHES INTERVIEWED BY
8 REGIONAL COORDINATORS**

120 CHARACTERISTICS

29 ILLUSTRATIVE QUOTES



COLLABORATION

NEEDS

TECH

WORRIES

MOTIVATIONS

FRUSTRATIONS

QUOTES

BELIEFS

AND

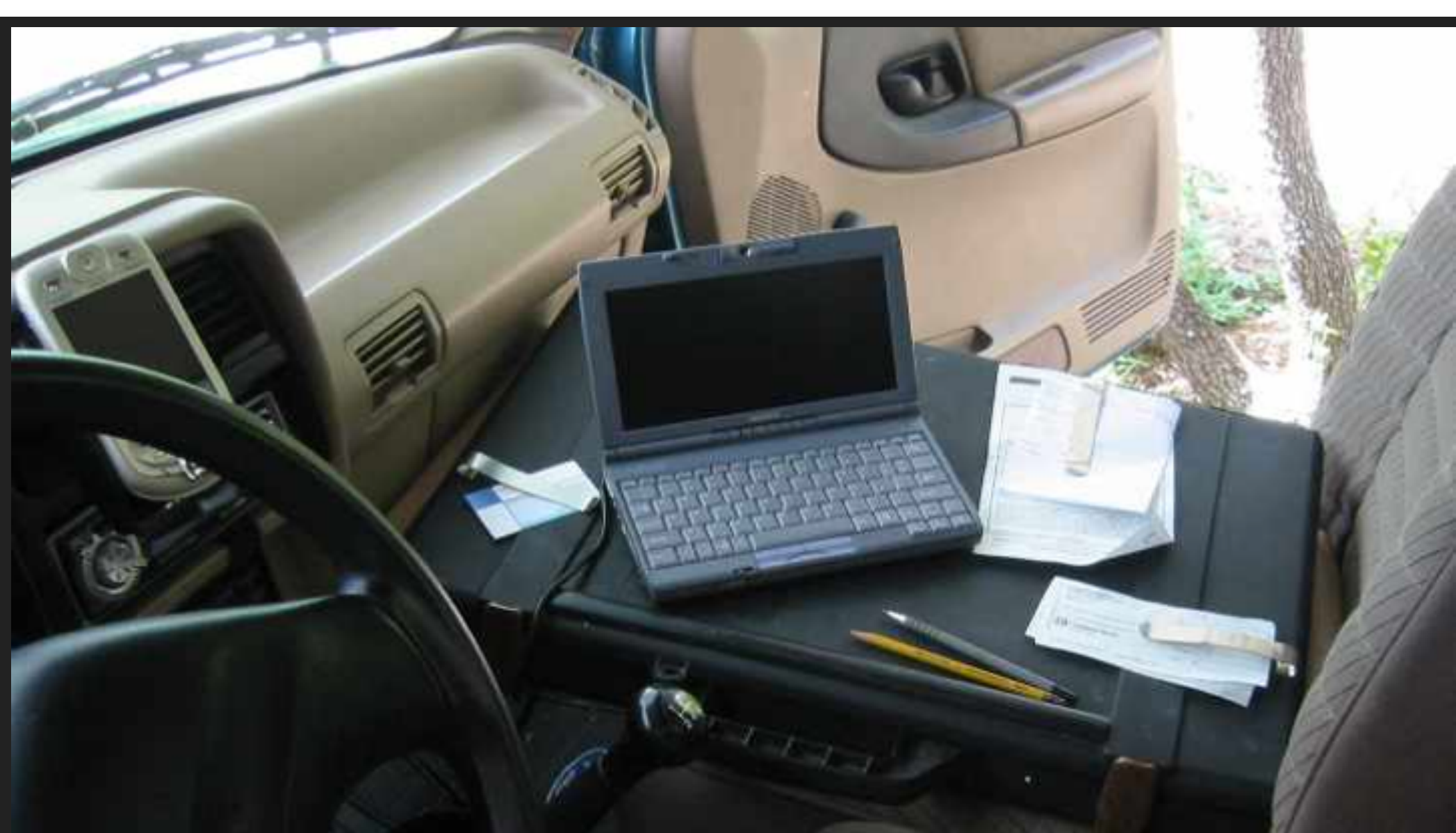
VALUES

RESOURCES

“HOW MIGHT WE...”

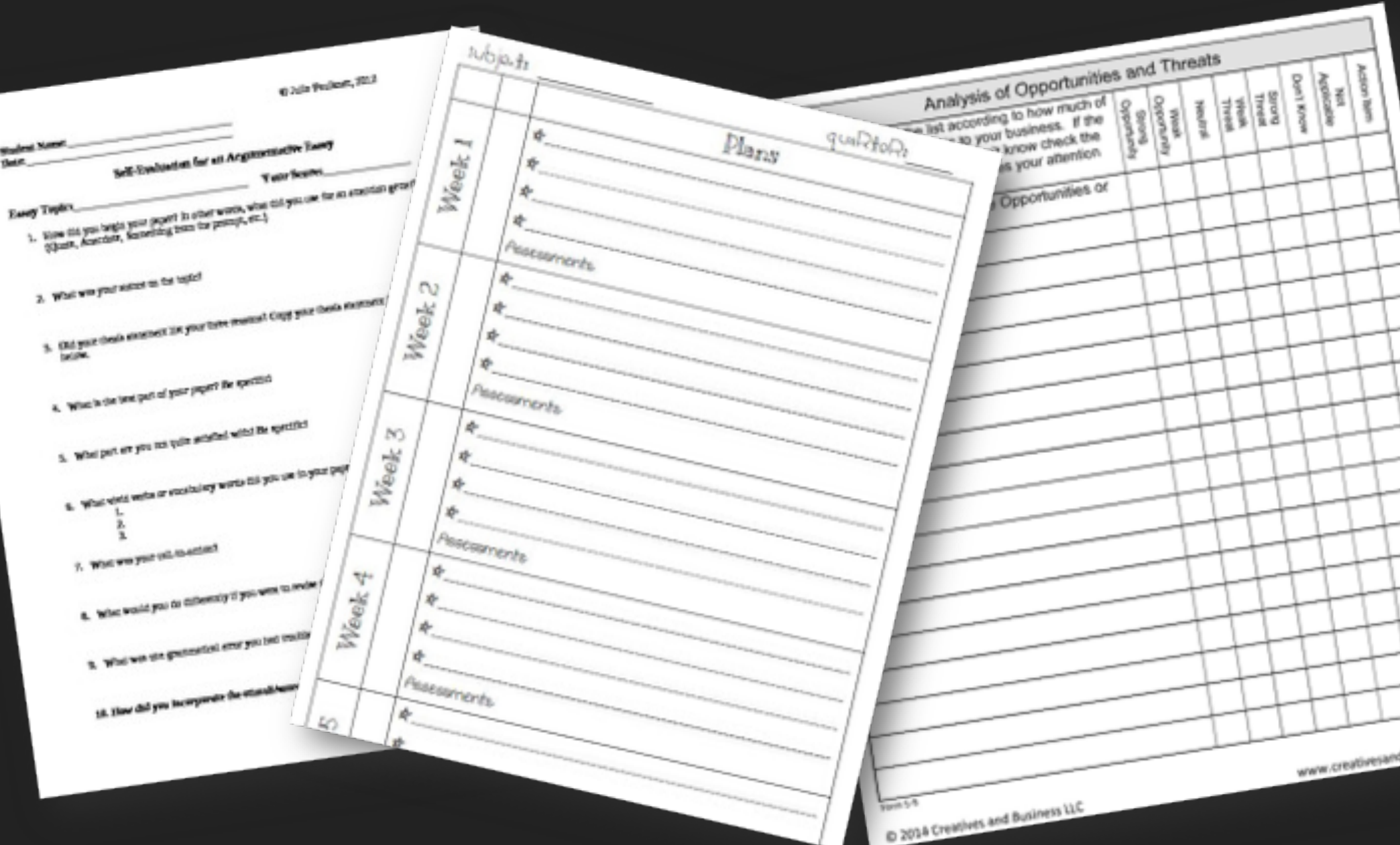
QUESTIONS





<http://bevhoward.com/Misc/CarDesk/CDesk6.jpg>

COACHES WORK FROM THEIR CARS



COACHES ARE INVENTIVE

FORMING A CHALLENGE TO BE SOLVED
THROUGH THEIR EYES

DEFINE

EMPATHY

FRUSTRATIONS

- ▶ lack of training resources
- ▶ lack of PD for coaches
- ▶ no one is in charge of keeping things up to date
- ▶ no vetting protocol for quality and consistency



DESIRES

- ▶ increased communication across coaching types
- ▶ have access to same info
- ▶ increase communication among coaches
- ▶ consistency of tools and resources used across providers



**HOW MIGHT WE PROVIDE COACHES
WITH THE TOOLS THEY NEED?**

THE COACHES' TOOLKIT

PROTOTYPE

**A KIT OF VETTED,
FINGERTIP-ACCESSIBLE
PAPER AND ONLINE TOOLS,
DEVELOPED BY AND FOR COACHES
FOR USE WITH PROVIDERS.**

PROTOTYPE

**NEED A REFRESHER ON HOW
TO SUPPORT PROVIDERS IN
UNDERSTANDING IFSPs?**

PROTOTYPE

Handout

Video

Early Intervention and Education

Handout III: Sample Individualized Family Service Plan

<http://www.birth23.org/Publications/CurrentProcedures/Forms/Form%203-1-IFSP.doc>

INDIVIDUALIZED FAMILY SERVICE PLAN

*Date: _____

*Type of meeting: Interim IFSP Initial IFSP Annual Review

*Male *Female

*Date of Birth: _____

| *Child's Name: | | | Parent/Guardian/Family Member (circle one) | | |
|----------------------------------|--|------|--|--|-----------|
| *Name | Parent/Foster Parent/Guardian/Family Member (circle one) | | *Name | Parent/Guardian/Family Member (circle one) | |
| *Address | *State | *Zip | *Address | *State | (evening) |
| *City | (evening) | | *City | (evening) | |
| *Phone (day) | | | *Phone (day) | | |
| *Primary Language | | | *Primary Language | | |
| *Surrogate Parent: | | | *Phone: | | |
| *Address: | | | *Phone: | | |
| *Service Coordinator/Program: | | | *Phone: | | |
| *Address: | | | | | |
| *Physician/Health Care Provider: | | | | | |
| *Address: | | | | | |
| *School District: | | | | | |

YouTube

Search

Infants & Toddlers

IFSP

(Individualized Family Service Plan)

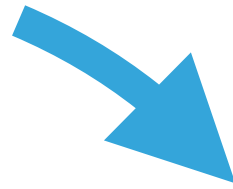
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Infants & Toddlers: IFSP (Individualized Family Service Plan)

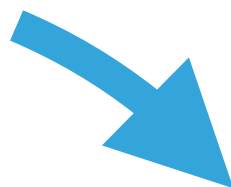
2,344 views

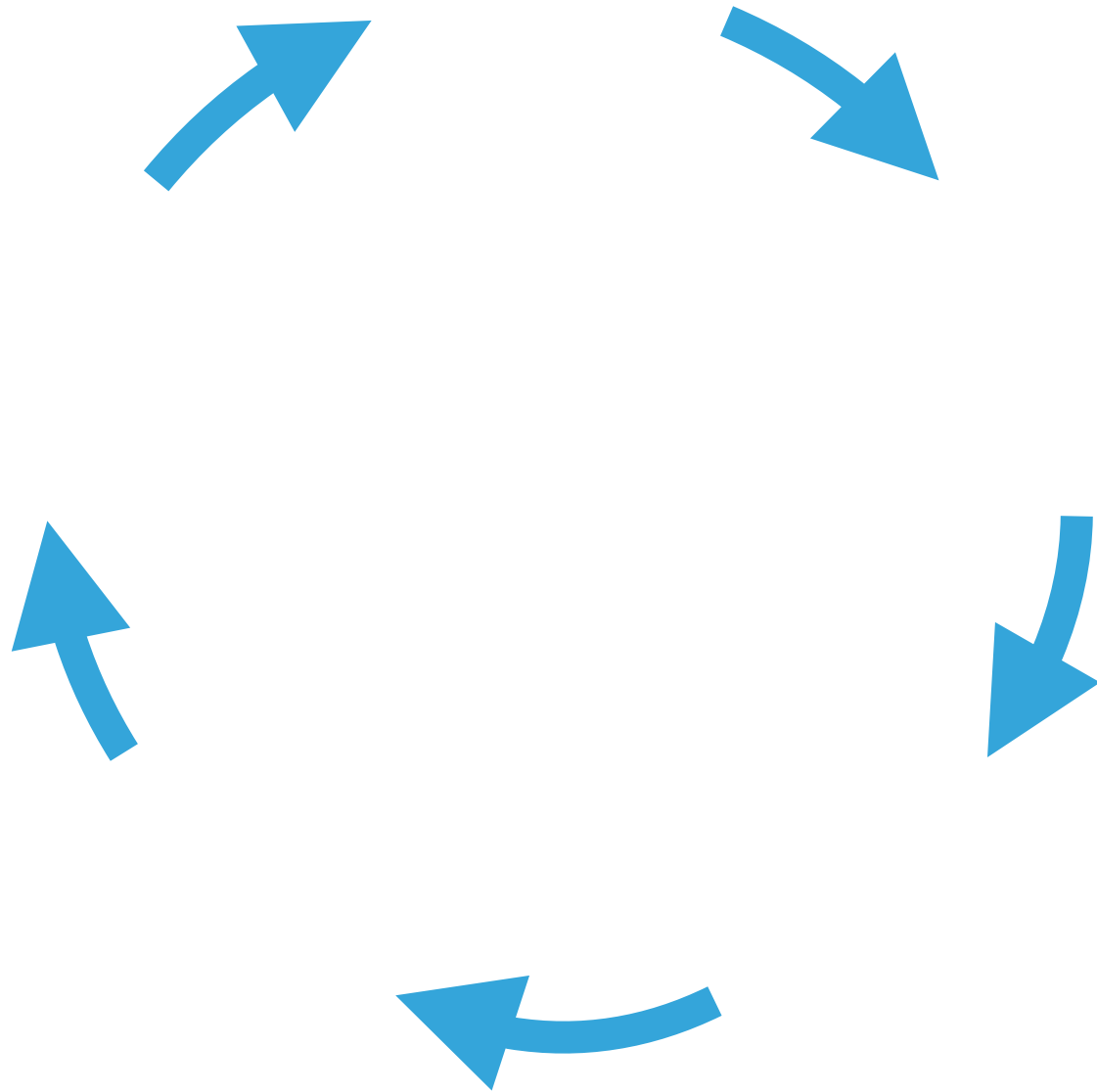
3 0 SHARE



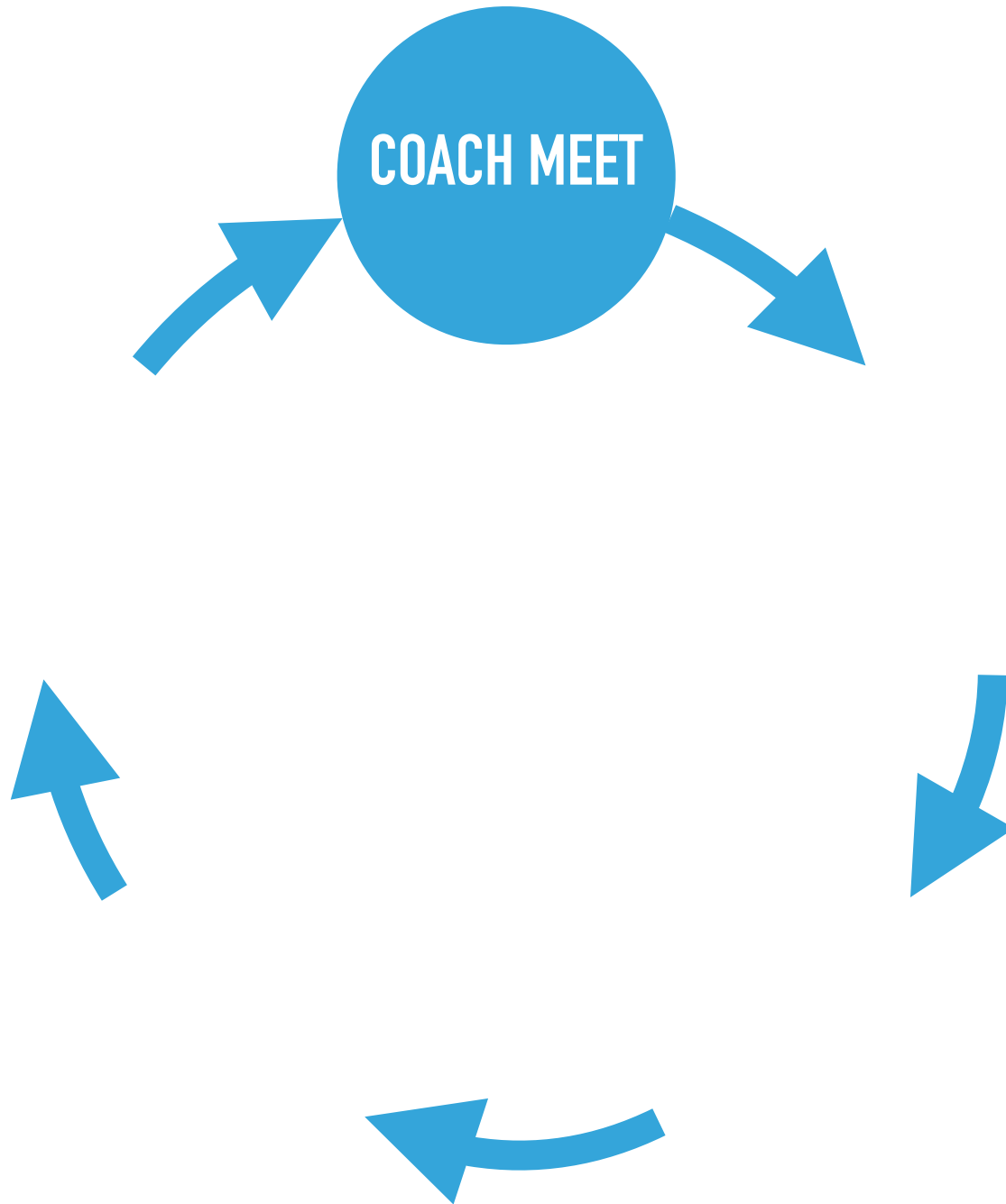


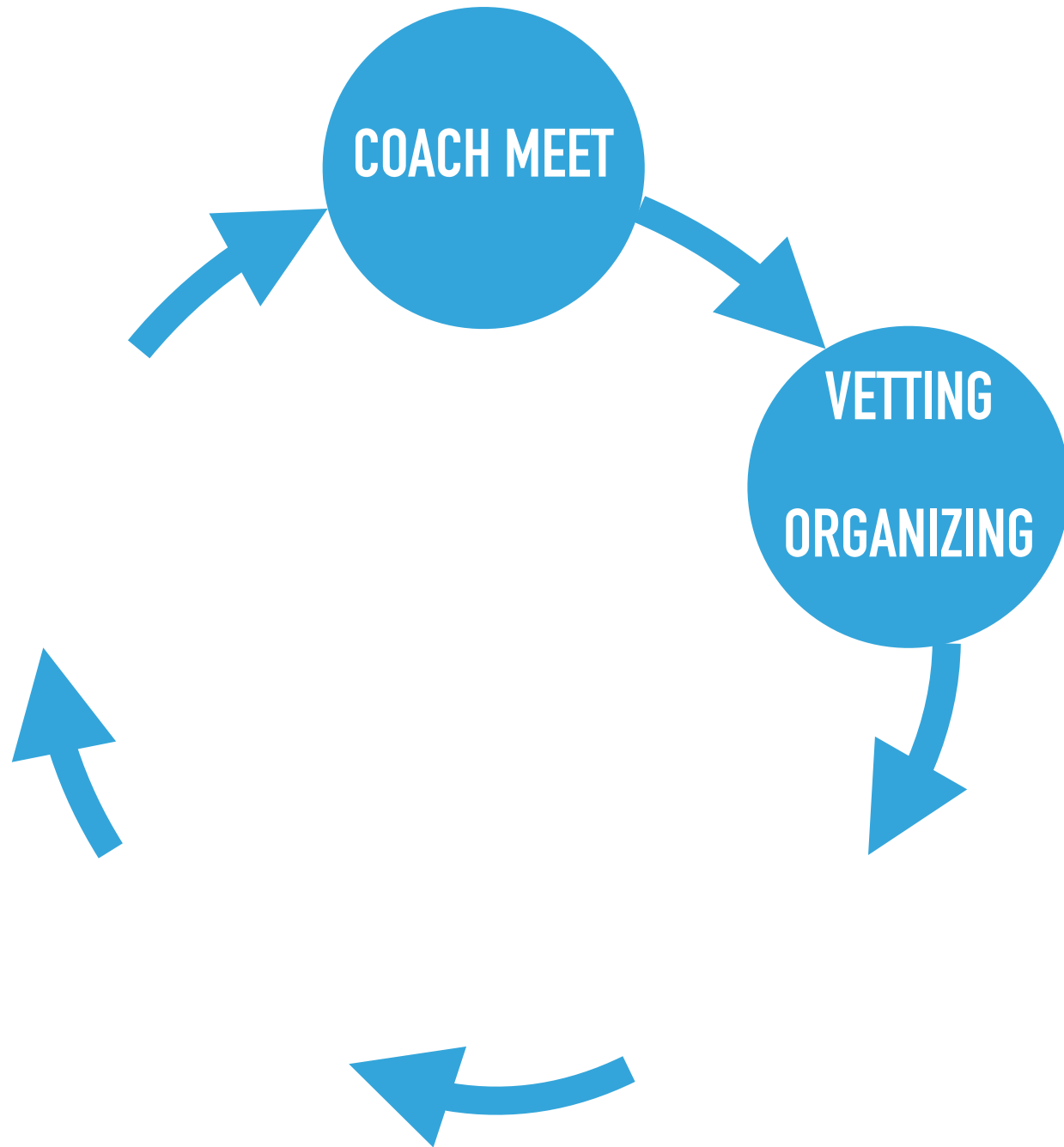


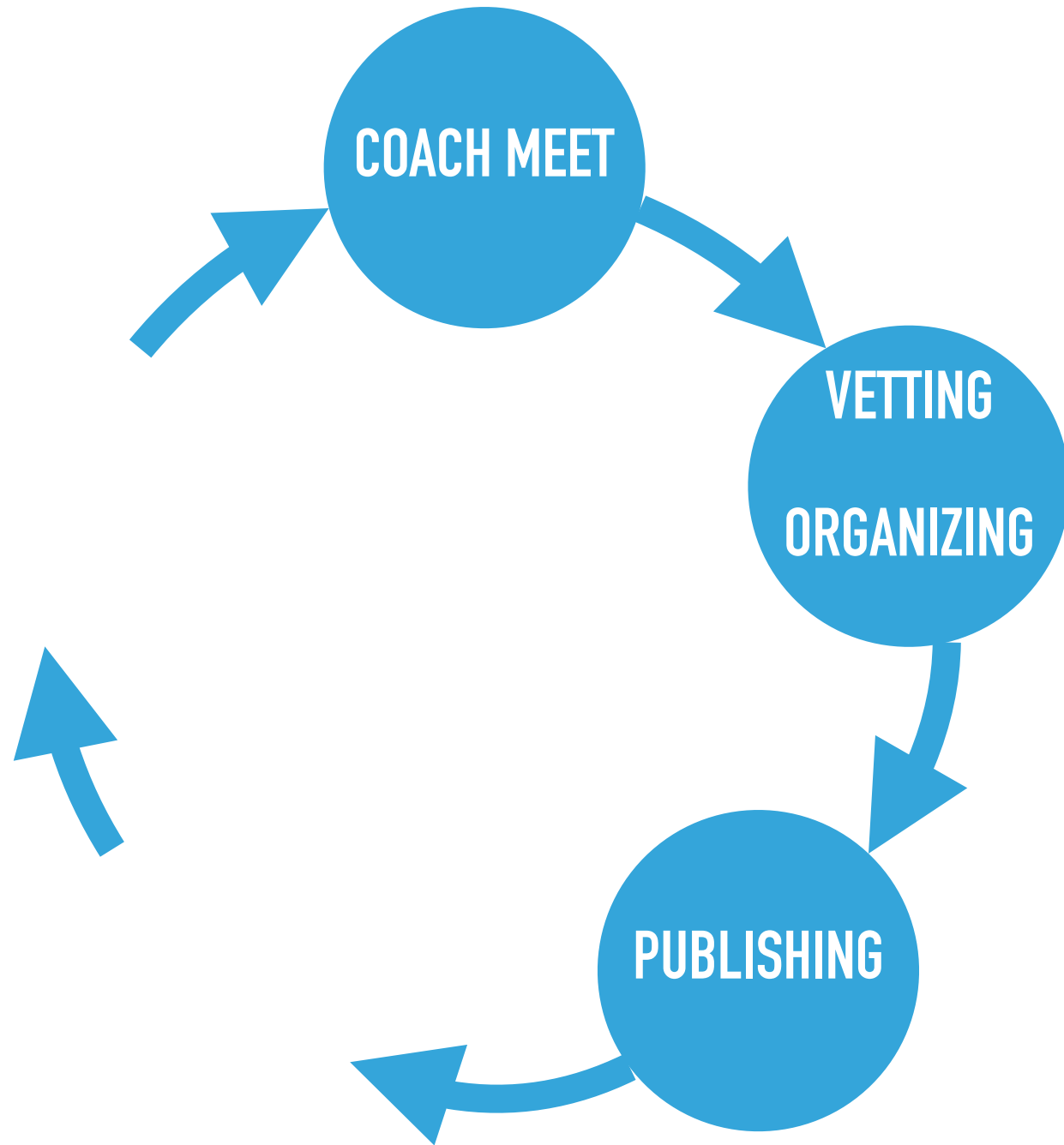


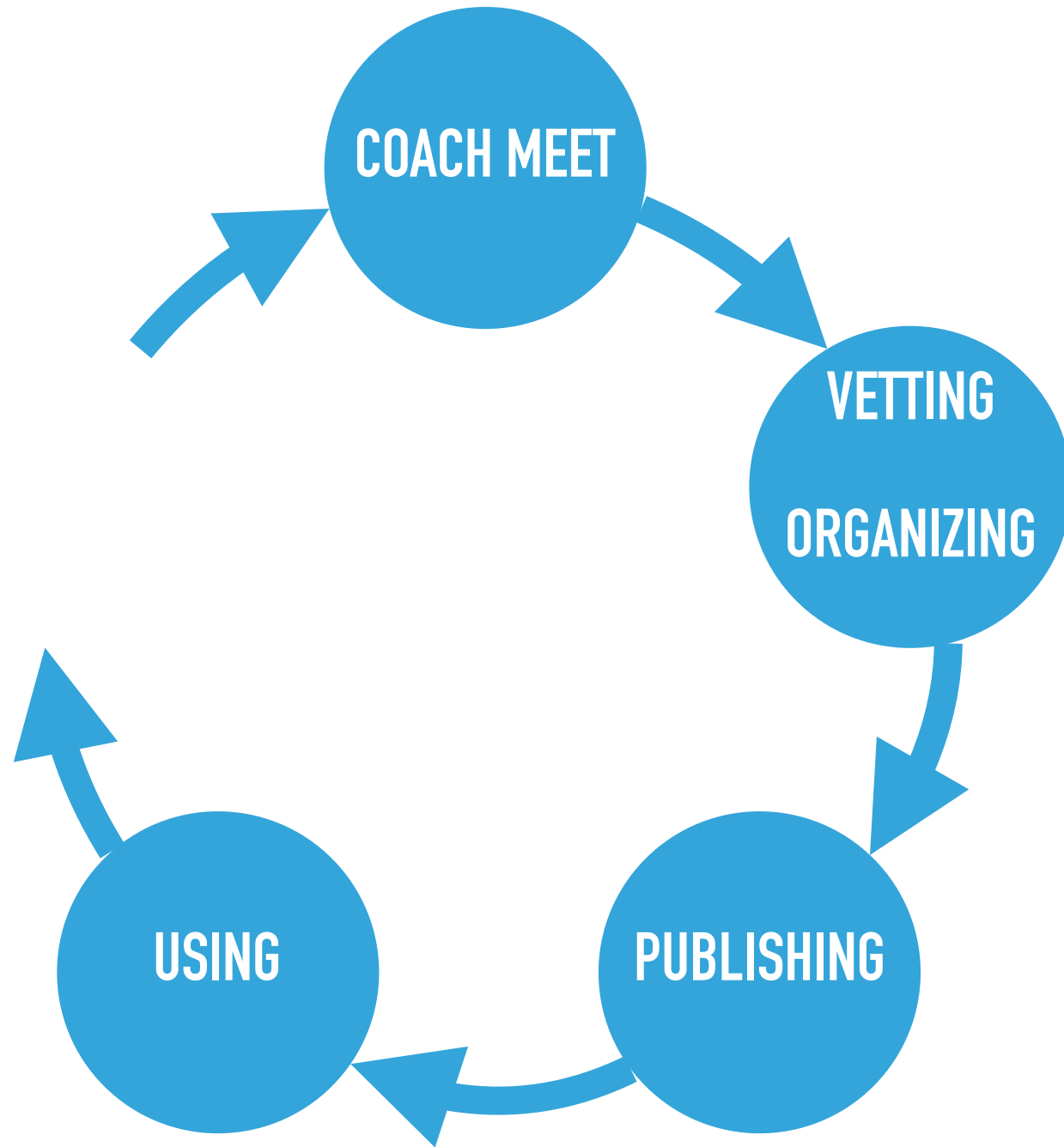


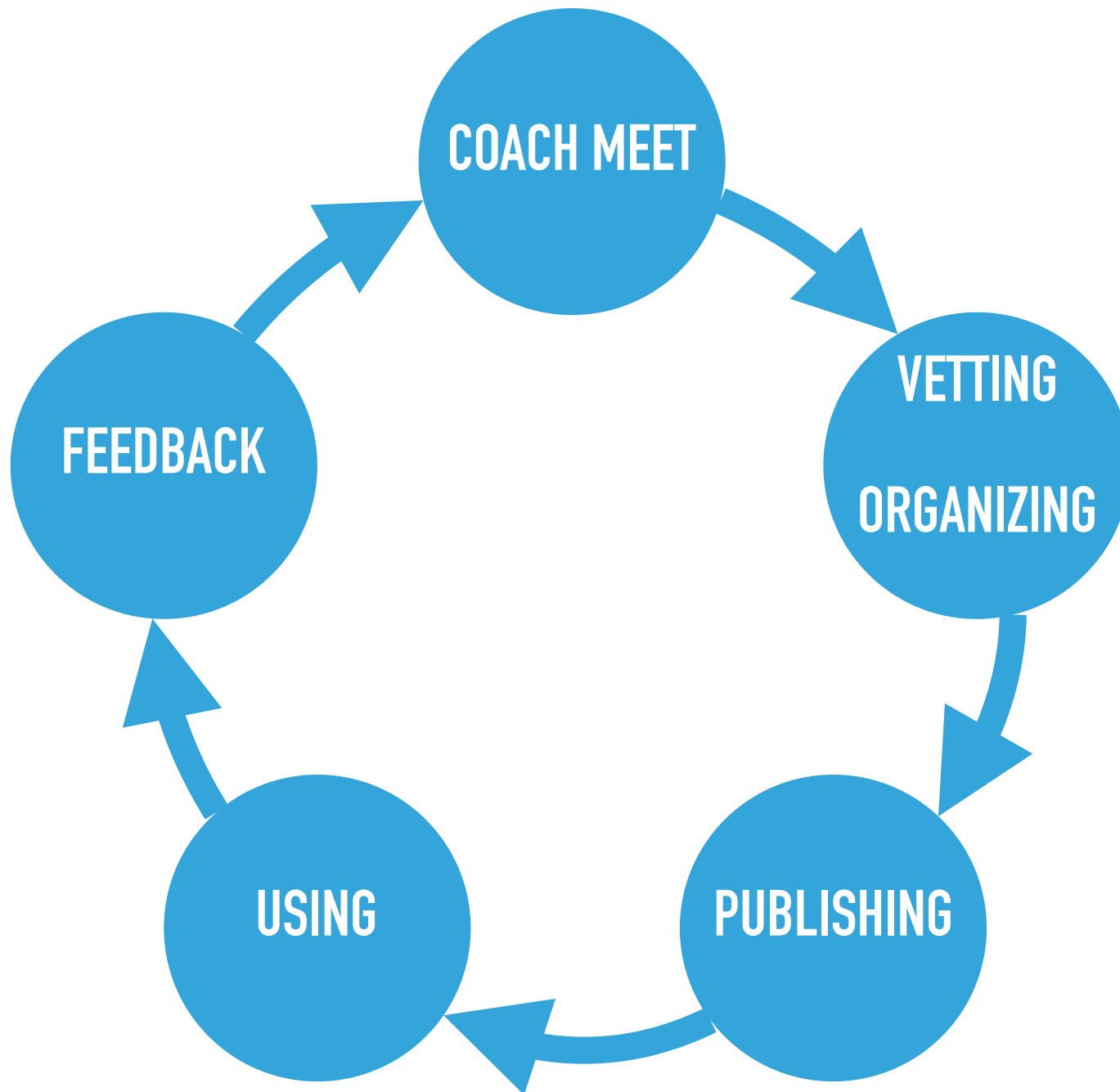
COACH MEET











WHAT WE EXPECTED TO LEARN FROM PROTOTYPING

- ▶ what coaches have to contribute
- ▶ how coaches develop and share resources
- ▶ what they may need and what they don't
- ▶ what kinds of tools help providers most

OUR INITIAL PROTOTYPING PLAN

- ▶ develop concept on a storyboard
- ▶ distribute to regional administrators
- ▶ obtain feedback from coaches
- ▶ refine concept
- ▶ develop implementation plan

WE SCRAPPED THAT IDEA

AND JUST DID IT



2017 COACHMEET KY

for coaches by coaches



CoachMeetKy
Madisonville
Feb. 10, 2017

EVERYONE

IS

Creative

PROTOTYPE





PROTOTYPE

Welcome to CoachToolkit!



Tools for Personal Producti



Tools for Providers

News



New Tool Added

'Percentages Table' is added to the Tools for Providers. The tool can assist in deciding which percentages of provider's staff meet ALL STARS standards. Thank you, Sally, for expanding the...






Sherif, Victoria

March 24










CoachToolkit

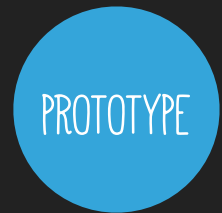
Private group Group conversations ↗

🔍 + ...   

Documents > Tools for Provi... 

| Type | ↑ Name | Modified | Modified By |
|------|--------|----------|-------------|
|------|--------|----------|-------------|

| | | |
|---|---|--|
|  5 ALL Stars Reso... |  16 KY ALL STARS ... |  9 KY ALL STARS ... |
|  Early Childhoo... edited by Sherif, Vict... |  FCCERS Mater... edited by Griffin, Da... |  FCCERS Mater... edited by Griffin, Da... |
|  |  |  |



THANK YOU SO MUCH FOR SHOWING ME HOW TO USE THE COACH TOOLKIT ON MY LAPTOP! I CAN'T EXPRESS HOW HAPPY I WAS WHEN I DOWNLOADED THE APP LAST WEEK AND SAW THE FORMS FROM MY ALL STARS BINDER. NOW I CAN USE MY IPHONE FOR QUICK REFERENCE INSTEAD OF LUGGING AROUND MY BINDER!!!

Lesly F., Early Care and Education Coach

TEST

A NOTE ON SOME UNEXPECTED FINDINGS ABOUT COACH MEET

TEST

EMPOWERED

How did Coach Meet make you feel?

TEST

ENLIGHTENED

How did Coach Meet make you feel?

TEST

**EAGER TO TRY NEW
THINGS**

How did Coach Meet make you feel?

TEST

**THAT I'M ON THE
RIGHT TRACK**

How did Coach Meet make you feel?

TEST

**WHAT DID WE LEARN
FROM THESE PROJECTS?**

WHY DESIGN THINKING

AS AN APPROACH IN

EARLY CARE & INTERVENTION?

WHY DESIGN THINKING?

IT'S A GOOD APPROACH TO
INCLUSION'S CHALLENGES

(ACTUALLY PROBLEM FINDING?)

NEED FINDING

**“STUDYING PEOPLE
TO IDENTIFY THEIR
UNMET NEEDS.”**

Patnaik & Becker, 1999, p. 38

**THIS IS, AFTER ALL,
A WICKED PROBLEM**

**HOW DOES INCLUSION
STACK UP AS A WICKED
PROBLEM?**

INCLUSION MAY BE A WICKED PROBLEM IF

...trying out a solution
helps you better
understand the problem.

INCLUSION MAY BE A WICKED PROBLEM IF

...it has solutions that are
neither right nor wrong.

INCLUSION MAY BE A WICKED PROBLEM IF

...it's non-linear

INCLUSION MAY BE A WICKED PROBLEM IF

...the challenges and
solutions interconnect.

INCLUSION MAY BE A WICKED PROBLEM IF

...the whole thing is just
really complex.

**“SOME PROBLEMS ARE SO COMPLEX
THAT YOU HAVE TO BE HIGHLY
INTELLIGENT AND WELL INFORMED
JUST TO BE UNDECIDED ABOUT THEM.”**

Laurence J. Peter

HOW MIGHT YOU USE DESIGN THINKING?

LET'S PRACTICE IT SO YOU CAN DECIDE.



THANK YOU.

WHAT DO YOU WANT TO SEE MORE OF?

<http://dlab.uky.edu/isei/>

Contact us!

john.nash@uky.edu

[@jnash](#)

beth.rous@uky.edu

[@bethrous](#)

BIBLIOGRAPHY

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