Early Childhood Personnel Center

AUCD EARLY CHILDHOOD SUMMIT

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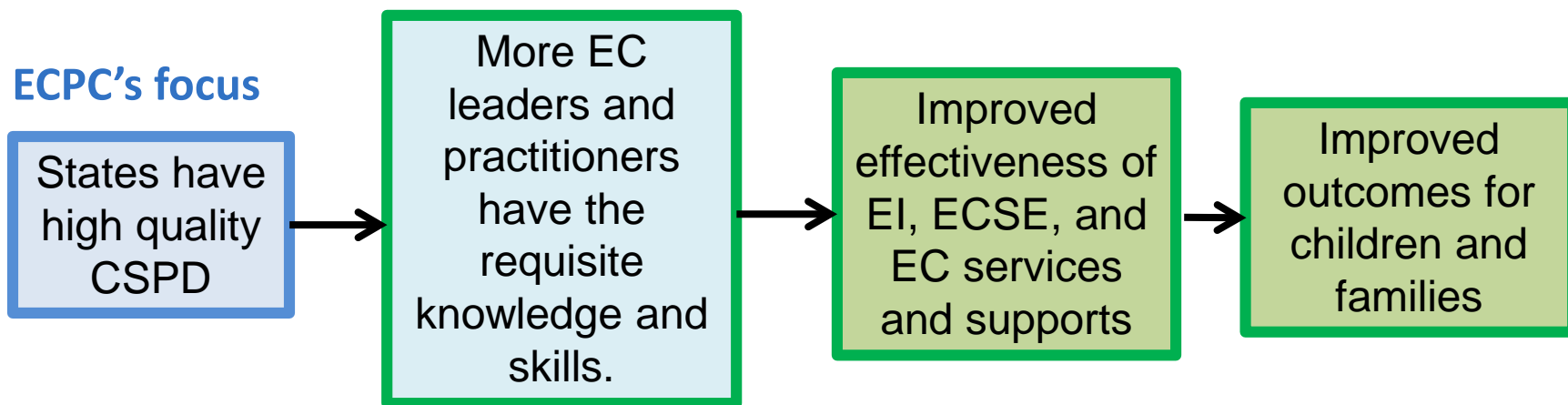*University of Connecticut*

November 4, 2017

to facilitate the implementation of **integrated** and **comprehensive early childhood systems of personnel development (CSPD)** for all disciplines serving infants and young children with disabilities

Theory of Action

ECPC's focus

States have high quality CSPD

→

More EC leaders and practitioners have the requisite knowledge and skills.

→

Improved effectiveness of EI, ECSE, and EC services and supports

→

Improved outcomes for children and families

How improved CSPD leads to improved outcomes

Note: The working assumption is that the blue box will produce the green boxes. Large scale change will occur after the 5 years of the Center.

A Comprehensive System of Personal Development

for the early childhood workforce who serve infants, toddlers and preschool children with disabilities and their families

is a *necessary* and *integral* quality indicator of an early childhood service system

Comprehensive System of Personnel Development

Leadership, Coordination & Sustainability

Mechanisms to insure a CSPD maintains itself over time

Personnel Standards

State and/or national certification or licensure requirements for all personnel who provide early childhood intervention

Preservice Training

Learning experiences provided to early childhood intervention personnel prior to completing a degree or certificate

Inservice Training

Ongoing job-related learning for personnel who provide early childhood intervention

Recruitment and Retention

Strategies to attract and maintain a quality workforce in early childhood intervention

Evaluation

Progress monitoring of all CSPD activities

OUTPUTS OF THE CENTER

- Knowledge Development

  - Technical Assistance

- Leadership and Coordination

1) KNOWLEDGE DEVELOPMENT

- National Data Base of State Personnel Standards

- National Data Base of CSPD Components as Reported by Part C and 619 Coordinators

- Research Syntheses on Personnel Issues

- National Initiative on Cross Disciplinary Standards

EFFECTIVE TRAINING

1. The explicit explanations and illustrations of content or practice to be learned

2. Active and authentic job-embedded opportunities to learn the new practice

3. Performance feedback on the implementation of the practice

4. Opportunities for reflective understanding and self-monitoring of the practice implementation

5. Ongoing follow-up supports

6. Sufficient duration and intensity of training to provide multiple opportunities to become proficient in the use of a practice

Dunst, C.J., Bruder, M.B. and Hamby, D.W. (2015)

CROSS-DISCIPLINARY COMPETENCIES

- **Council for Exceptional Children (CEC)**

- **Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC)**

- **National Association for the Education of Young Children (NAEYC)**

- **American Occupational Therapy Association (AOTA)**

- **American Physical Therapy Association (APTA)**

- **American Speech-Language-Hearing Association (ASHA)**

- **Zero to Three**

Family Centered Practice

Intervention Informed by Evidence

Coordination & Collaboration

Professionalism

2) TECHNICAL ASSISTANCE

- **General**: To provide information and resources on personnel development

- **Targeted:** To align national and state personnel standards (MA, RI, UT, HI)

- **Intensive:** To develop an EC CSPD within 12 states:
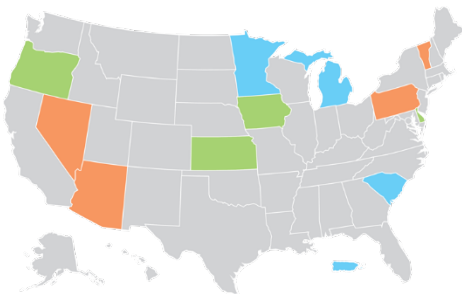
Cohort 1: DE, IA, KS, OR

Cohort 2: AZ, NV, PA, VT

Cohort 3: MI, MN,PR, SC

HOW WILL WE DO THIS ?

- **Content**:

  CSPD

- **Method:**

  Implementation frame through
  strategic planning

- **Outcome:**

  Scaling up of effective practices
  for personnel development

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

| Leadership, Coordination, & Sustainability	**Quality Indicator 1:** A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions. **Quality Indicator 2:** There is a written multi-year plan in place to address all sub-components of the CSPD.
State Personnel Standards	**Quality Indicator 3:** State personnel standards across disciplines are aligned to national professional organization personnel standards. **Quality Indicator 4:** The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.
Preservice Personnel Development	**Quality Indicator 5:** Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards. **Quality Indicator 6:** Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.
Inservice Personnel Development	**Quality Indicator 7:** A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines **Quality Indicator 8:** A statewide system for inservice personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines
Recruitment and Retention	**Quality Indicator 9:** Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary. **Quality Indicator 10:** Comprehensive recruitment and retention strategies are being implemented across disciplines.
Evaluation	**Quality Indicator 11:** The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents **Quality Indicator 12:** The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources

STRATEGIC PLANNING

Evaluation

Vision

Mission

Capacity

Objectives
and Plan
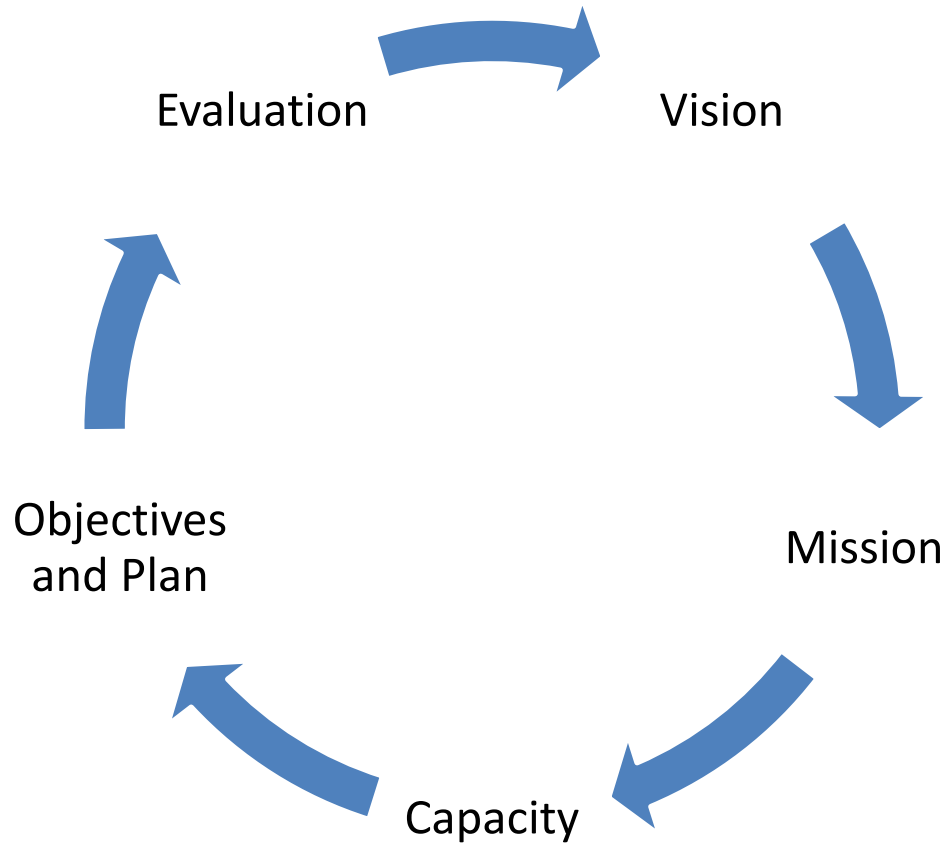
STRATEGIC PLAN WORK PLAN

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
GOAL 1.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 2.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 3.					
Objective 1.					
Objective 2.					
Objective 3.					

CSPD Baseline Average Ratings by Item
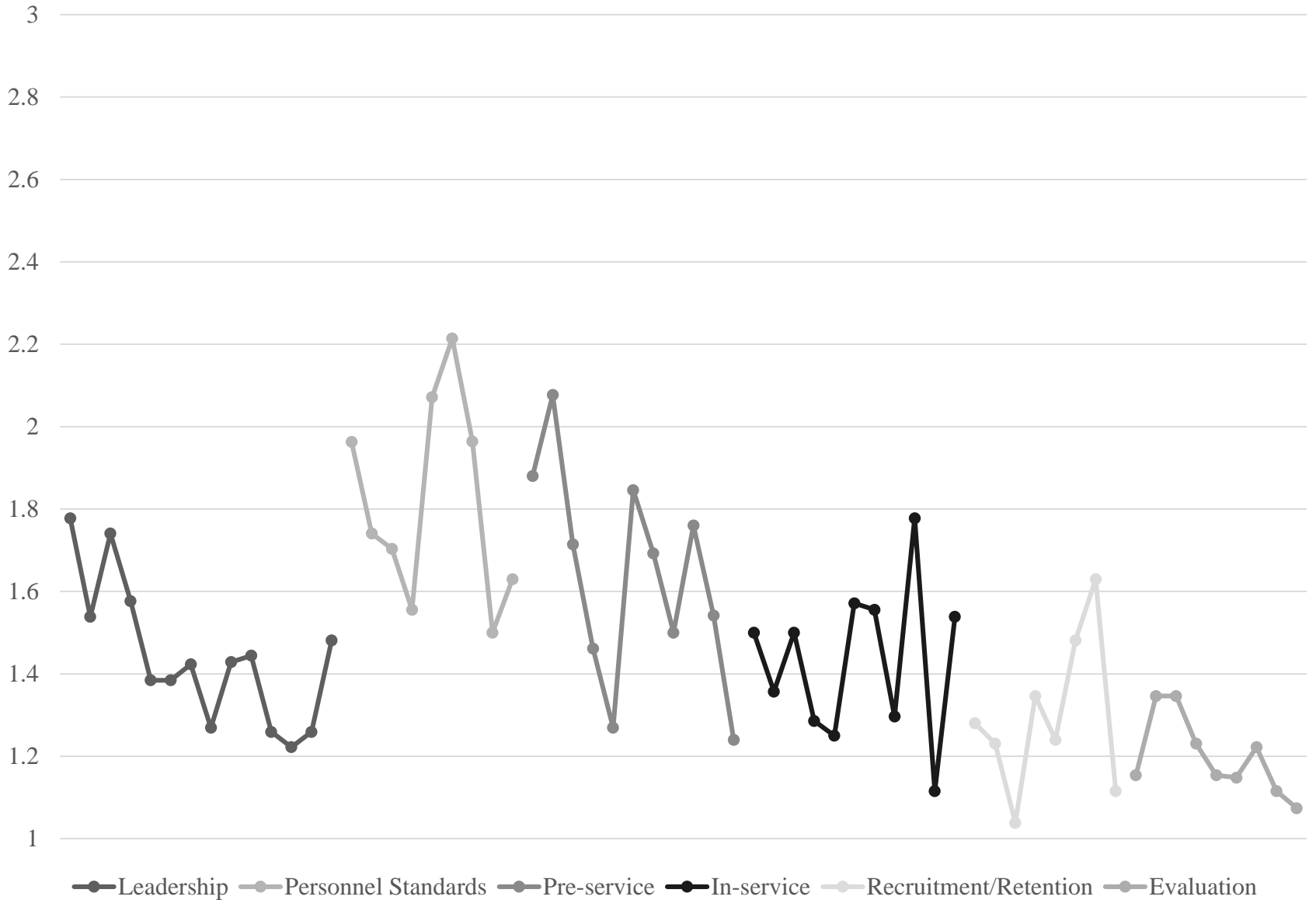
Cohort 1 Intensive State Average
CSPD Self-Assessment Ratings
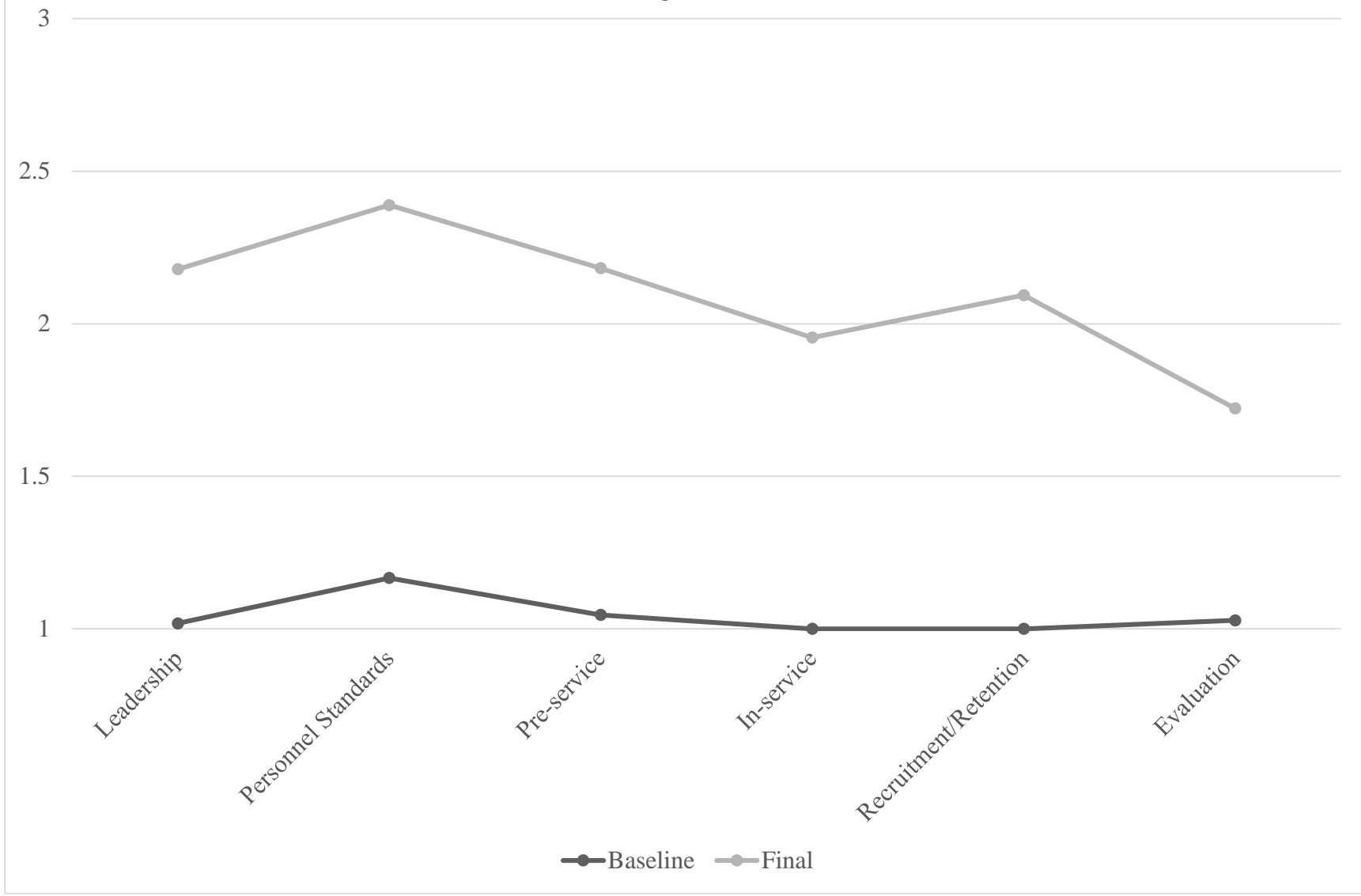
3) LEADERSHIP AND COORDINATION

- **Leadership Institute with Part C and 619 Coordinators (25 states)**

- Collaborative with other OSEP Early Childhood TA Centers

- Collaborate with other DoE and HHS TA Centers

ECPC Leadership States

- **Cohort 1 (2013)**
  - AZ, CO, CT, DE, ID, RI, & SC

- **Cohort 2 (2014)**
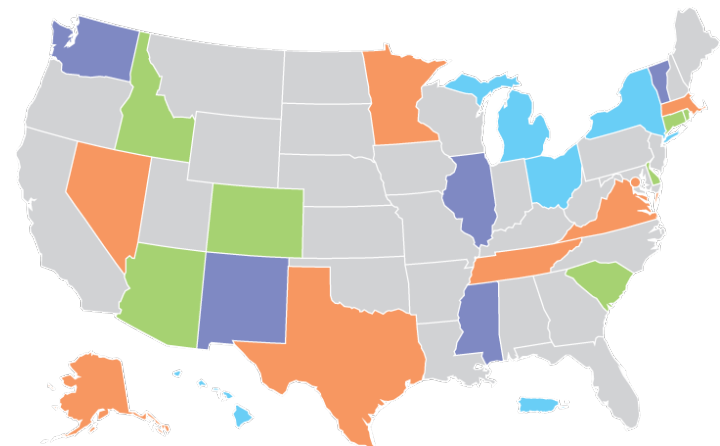 - AK, DC, MA, MN, NV, TN, & TX

- **Cohort 3 (2015)**
  - HI, MI, NY, OH, & PR

- **Cohort 4 (2017)**
  - IL, NS, NM, VT, & WA

- **NEW! Cohort 5 (2017)**
  - CT, FL, IN, …

To integrate Part C/Part B 619 Programs into state Early Childhood policy, programs, practices and personnel development activities

"So, how come I get "adapted leisure skill / gross and fine motor skill therapy"
and you get to just "play"?

STATE LEADERSHIP TEAMS

TO INTEGRATE PART C AND 619 INTO LARGER STATE EARLY CHILDHOOD INITIATIVES IN PERSONNEL DEVELOPMENT

- *Connecticut*
- *Delaware*
- *Hawaii*
- *Michigan*
- *Minnesota*
- *New York*
- *Texas*

PERSONNEL STANDARDS

TO INCLUDE CRITERIA TO ENABLE PERSONNEL TO SUPPORT ALL INFANTS AND YOUNG CHILDREN

- *Arizona*
- *Colorado*
- *South Carolina*
- *Virginia*

GUIDANCE DOCUMENTS

TO DISSEMINATE INFORMATION ON HIGH QUALITY INCLUSIVE PRACTICES FOR ALL INFANTS AND YOUNG CHILDREN

- *Colorado*
- *Delaware*
- *Virginia*
- *Washington D.C.*

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

(IN-SERVICE) TO GUIDE INCLUSIVE PRACTICE

- *Massachusetts*
- *Virginia*
- *Washington D.C.*

STATE POLICIES

TO SUPPORT HIGH QUALITY INCLUSION FOR ALL INFANTS AND YOUNG CHILDREN

- *Delaware*
- *Virginia*

Moved to ECPC Intensive TA

to develop an integrated CSPD

- *Arizona*
- *Michigan*
- *Minnesota*
- *Nevada*
- *Puerto Rico*
- *South Carolina*

With other States eager to join Intensive TA from Leadership!

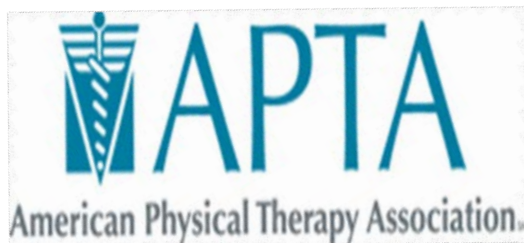# CROSS-DISCIPLINARY COMPETENCIES IN EARLY CHILDHOOD INTERVENTION

"We're not sure what you have, but whatever it is, we have it outnumbered."

Collaborators

...to establish professional standards for teachers in the field of special education.

First CEC Convocation, 1922
Columbia University
New York City

Alignments Provide Guidance For:

- Development of CAEP/state accreditation documents

- Review of CAEP/state program documents

- Development, modification, implementation and evaluation of IHE programs and PD systems

- Development, implementation, and evaluation of inclusive clinical experiences

- Articulation across 2 and 4-year programs

- Development of state certification policies

Methodology: Identification of Personnel Competency Areas & Sub-Areas (April-May 2016)

Step	Description/Results
Document Identification	- ECPC requested the document(s) of current personnel standards - AOTA, APTA, AHSA, CEC, DEC, NAEYC and ZTT - Organizations provided 1-10 documents - Upon review, one document was identified as the organization's personnel standards (i.e., knowledge and skill statements) - Two organizations had secondary document with personnel standards - Remaining documents identified as supportive documents - Position statements, technical reports, systematic reviews, etc.
Categorization of Standards by Competency Area	- Two ECPC staff members (1 post doc, 1 RA) individually grouped each standard (n=752) into 1 of 4 cross disciplinary personnel competency areas 96% of the items were coded the same between the two staff 4% of the items (n=27) were categorized by the ECPC Director - Two independent reviewers (EC professionals, graduate students in ECI) reviewed items to ensure they were properly assigned - Identified 37 items (5%) of disagreement with original coders - ECPC Director identified 20 items (3%) to be re-categorized

Methodology

Organization	Number of Items	Competency Areas			
		Family Centered Practice	Instruction/ Intervention	Collaboration & Coordination	Professionalism
Total	752	149	**406**	98	99
Percent		20%	**54%**	13%	13%
AOTA	40	1	**20**	6	13
APTA	40	8	**17**	11	4
ASHA	263	42	**163**	36	22
CEC	35	4	**21**	4	6
DEC	80	12	**50**	10	8
NAEYC	24	4	**12**	0	8
ZTT	270	78	**123**	31	38

Categorization of Standards by Cross-Disciplinary Competency Areas

Methodology

Step	Description/Results
Identification of Personnel Competency Sub-Areas	• Two ECPC staff members grouped individual personnel standard items into each of four multi-disciplinary competency areas through thematic analysis • Subcomponent titles developed solely on the basis of the information in the personnel standard items • Categorizing process was iterative • Two staff reviewed, re-reviewed the groupings and re-grouped items based on discussion • ECPC Director then reviewed the groupings and the subcomponent names for each of the four competency areas

Example

Intervention/Instruction: *Assessment*	
Organization	**Personnel Standard**
AOTA	An OT is responsible for all aspects of the screening, evaluation, and re-evaluation process
APTA	Use valid, reliable, nondiscriminatory examination instruments and procedures: a) identification and eligibility, b) diagnostic, c) individual program planning, d) documentation of child progress, family outcomes, program impact
ASHA	Knowledge of methods of evaluation, assessment appropriate for birth-3: includes interview, parent report, observation, criterion-referenced tools

Example

Intervention/Instruction: *Assessment*	
Organization	**Personnel Standard**
CEC	Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
DEC	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations
NAEYC	Understanding the goals, benefits, and uses of assessment
ZTT	When available, uses evidenced-based screening, observation, and assessment tools and strategies to inform planning and provision of appropriate services for the unique needs of each individual child, including children with special needs and dual language learners

CROSS DISCIPLINARY PERSONNEL COMPETENCY AREAS

- Family Centered Practice

- Intervention/Instruction Informed by Evidence

- Coordination & Collaboration

- Professionalism

FAMILY CENTERED PRACTICE

- Parent Partnership, Advocacy & Help-Giving (5)
- Parent Education in Child Development & Interventions (5)
- Family Involvement in Assessment (5)
- Cultural, Linguistic and Socioeconomic Competency (4)
- Family Systems Theory (4)
- Laws & Policies (3)
- Supporting Home Language Development (2)
- Stress, Trauma, & Safety (2)
- Parent/Caregiver Social Emotional/Attachment (2)
- Communicating with Families (2)
- Nutrition (1)

INTERVENTION/INSTRUCTION INFORMED BY EVIDENCE

- Intervention (6)
- Assessment (6)
- Knowledge of Typical Child Development & Behavior (4)
- Communicating & Interpreting Assessment Results (4)
- Progress Monitoring (4)
- Evidence Based Practice (4)
- Health & Safety (4)
- IEP/IFSP (4)
- Knowledge of Risk Factors & Atypical Child Development (3)
- Accommodations & Adaptations (3)
- Service Delivery Models (2)

Coordination & Collaboration

- General Teaming (5)
- Resource & Referrals (4)
- Effective Communication (3)
- Transitions (3)
- Teaming with Families (3)
- Role as a Consultant (3)
- Problem Solving (2)
- Leader of a Team (2)
- Medical Home (2)
- Positive & Respectful Relationships (1)

PROFESSIONALISM

- Advocacy/Public Awareness (6)
- Laws, Policies & Practice Standards (5)
- Professional Development & Self-Reflection (5)
- Knowledge of the Field (5)
- Ethics (4)
- Administrative Leadership (3)
- Supervision (2)
- Communication (1)
- Wellness (1)

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CORE AREA SUBCOMPONENTS

COORDINATION & COLLABORATION	FAMILY CENTERED PRACTICE	INTERVENTION AS INFORMED BY EVIDENCE	PROFESSIONALISM
Effective Communication	Communicating with Families	Accommodations & Adaptations	Administrative Leadership
General Teaming	Cultural, Linguistic and Socioeconomic Competency	Assessment	Advocacy/Public Awareness
Leading a Team	Family Involvement in Assessment	Communicating & Interpreting Assessment Results	Communication
Medical Home	Family Systems Theory	Evidence Based Practice	Ethics
Positive & Respectful Relationships	Laws & Policies	Health & Safety	Knowledge of the Field
Problem Solving	Nutrition	IEP/IFSP	Laws, Policies & Practice Standards
Resource & Referral	Parent Education in Child Development & Interventions	Intervention	Professional Development & Self-Reflection
Role as a Consultant	Parent Partnership, Advocacy & Help-Giving	Knowledge of Risk Factors & Atypical Child	Supervision
Teaming with Families	Parent/Caregiver Social Emotional/Attachment	Development Knowledge of Typical Child Development & Behavior	Wellness
Transitions	Stress, Trauma, & Safety	Progress Monitoring	
	Supporting Home Language Development	Service Delivery Models	

CORE COMPETENCIES ACROSS DISCIPLINES
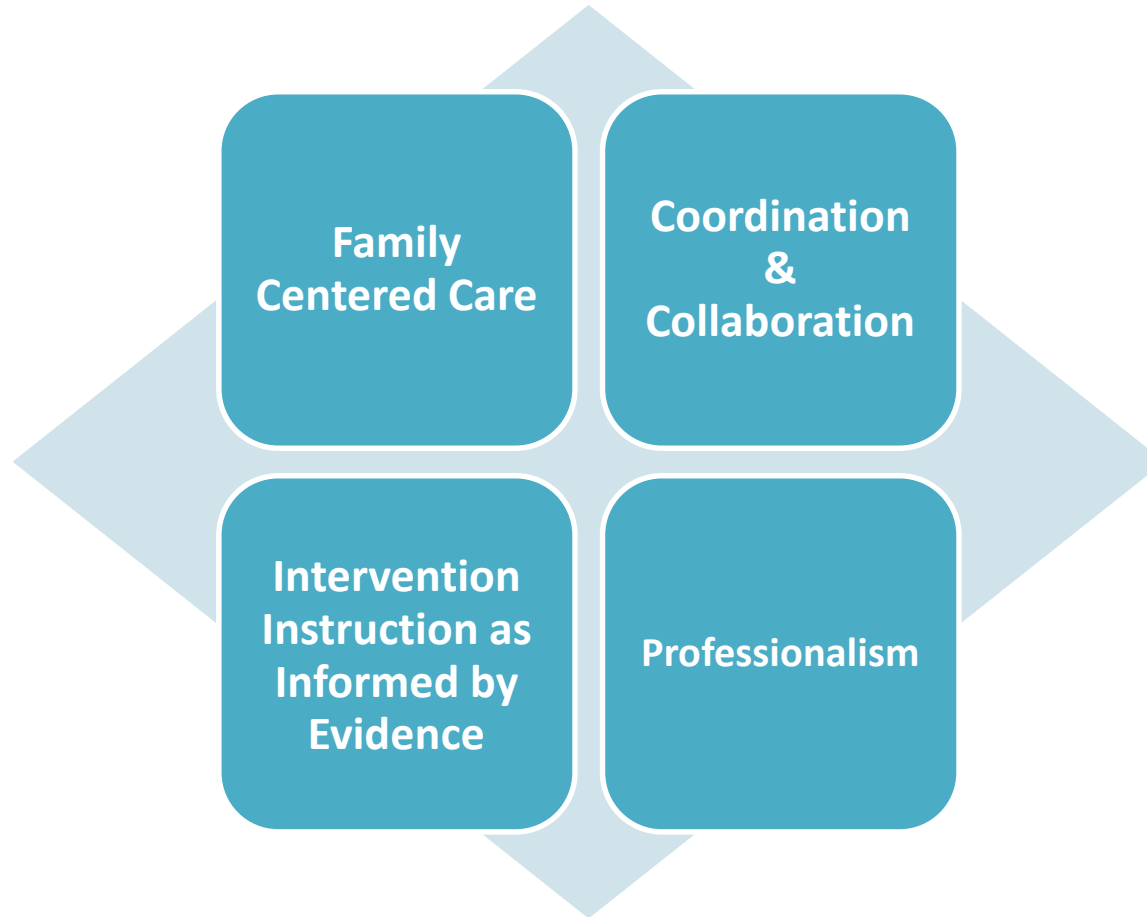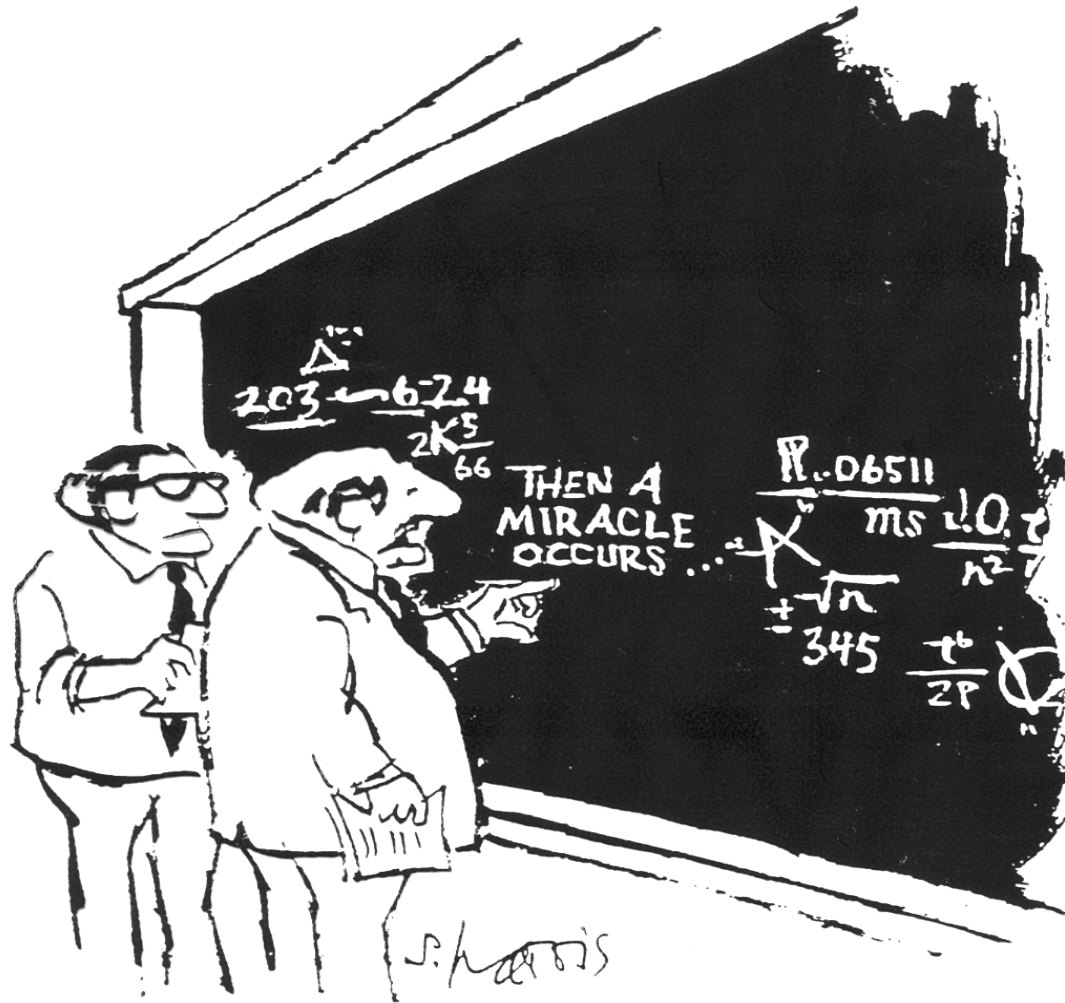
"I think you should be more explicit here in step two."

Change is not magic or inspiration.

It's completing many undramatic, small steps successfully.

Danziel & Schoonover, 1988