

Early Childhood Personnel Center

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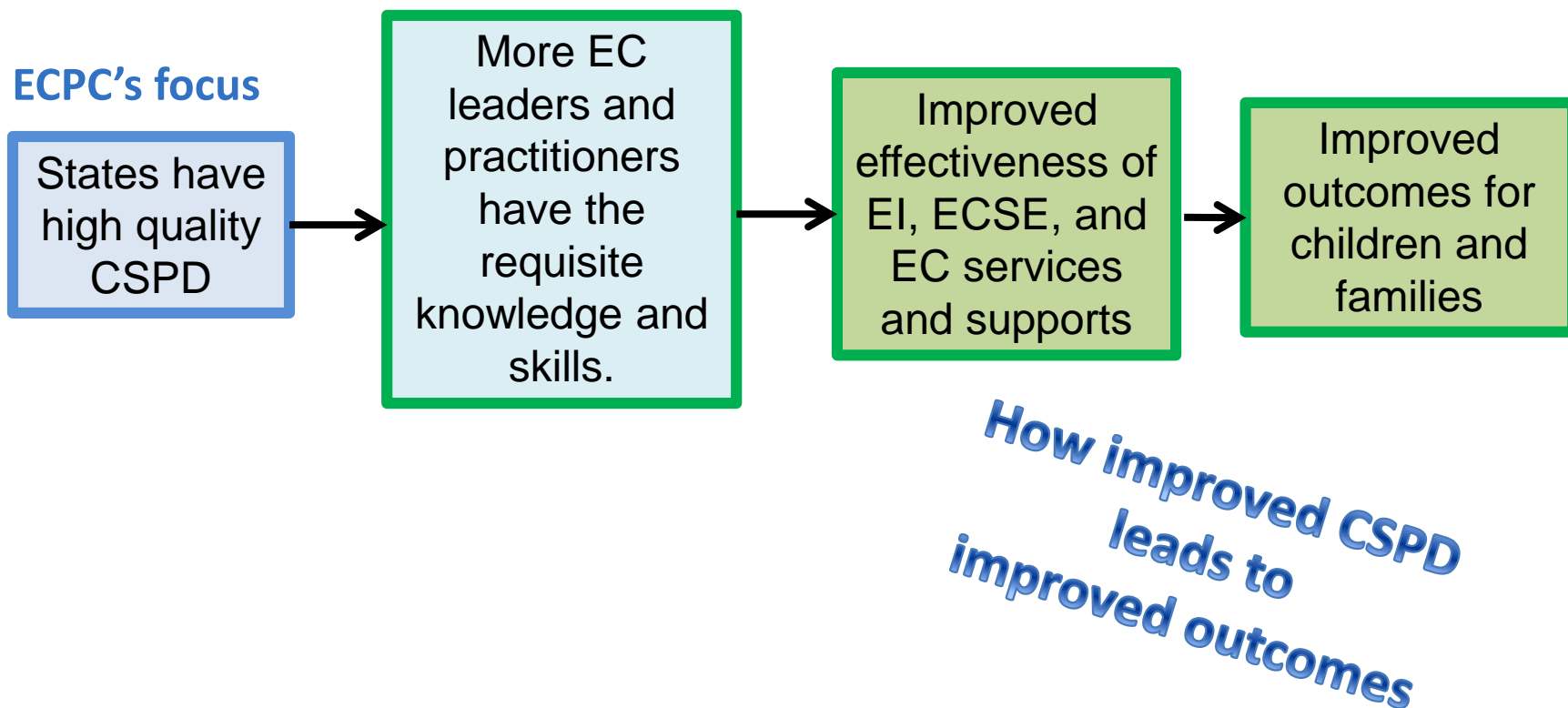
ECPCTA.ORG

EARLY CHILDHOOD PERSONNEL CENTER

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

**IF WE WANT IMPROVED OUTCOMES FOR INFANTS AND YOUNG CHILDREN
WITH DISABILITIES AND THEIR FAMILIES, THEN.....**

Theory of Action



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.



"My question is: Are we making an impact?"

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



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

NATIONAL DATA BASE OF PERSONNEL STANDARDS

- 13 disciplines
- 20 variables
- A two-step procedure was implemented:
 - Step 1: Internet-based data collection (with inter-rater reliability)
 - Step 2: Telephone interview for verification.
- Analysis: Frequency count and percentage
- Findings:
 - Each state dramatically varied in personnel standards.
 - Related service disciplines had less variance.
 - Less than 1/3 of the states specified additional requirements for working in Part C.

Personnel Standards

Licensing, and certification of personnel who provide services to infants and young children with disabilities and their families





THE CHRONICLE OF HIGHER EDUCATION

MISCHA RICHTER AND HARALD BAKKEN

"How are we supposed to teach them professional skills when they come to us not even knowing basic curses and elementary hexes?"

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

Collaborators



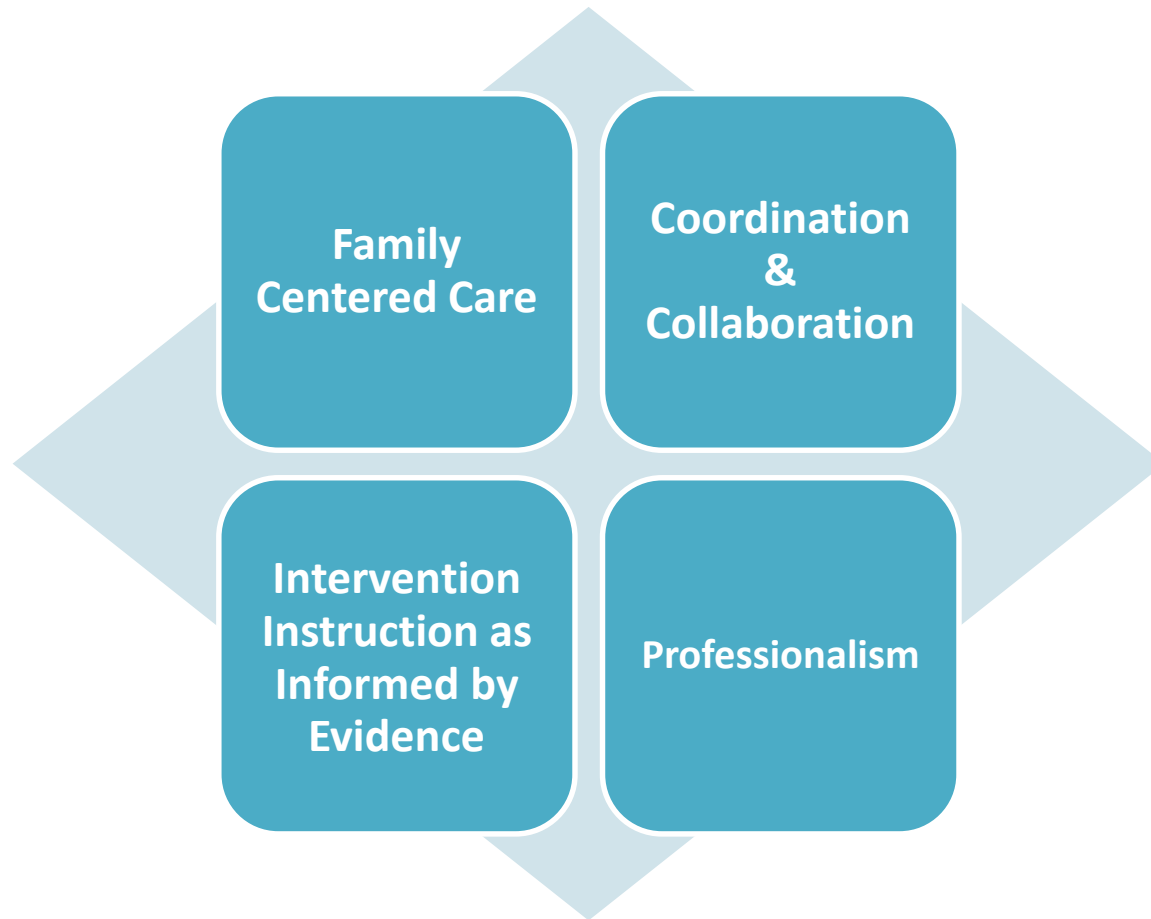


"We're not sure what you have,
but whatever it is, we have it
outnumbered."

CROSS-DISCIPLINARY COMPETENCIES

- **Council for Exceptional Children**
- **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**

CORE COMPETENCIES ACROSS DISCIPLINES



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

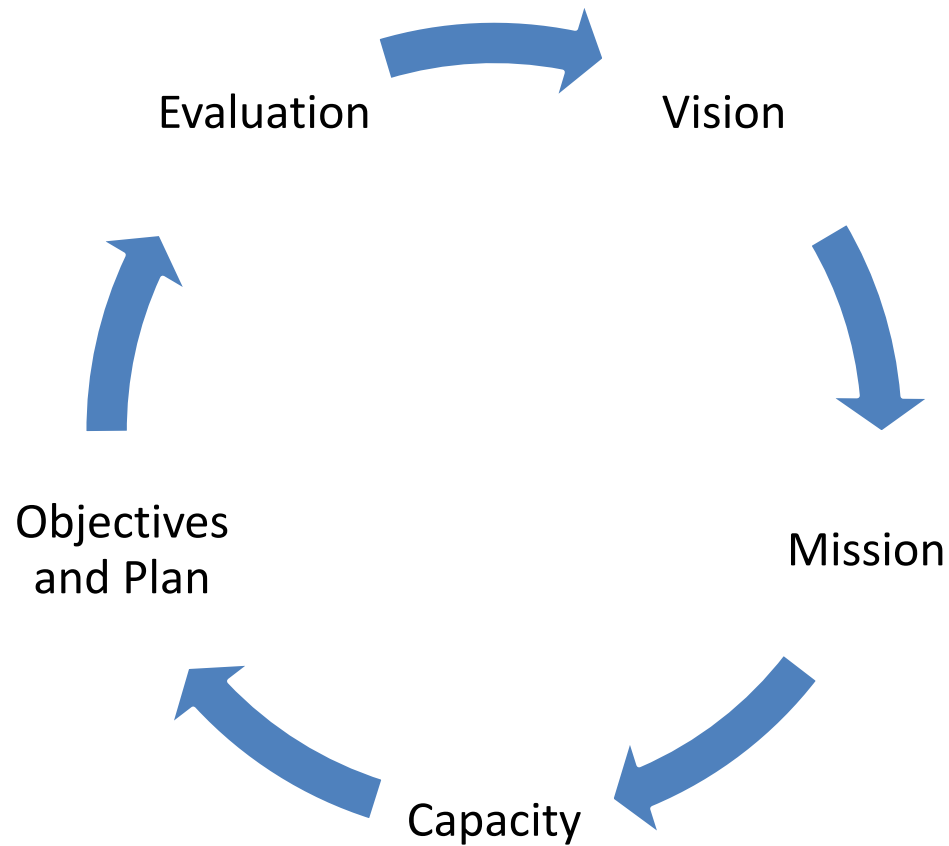
- **Outcome:**

Scaling up of effective practices
for personnel development

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

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

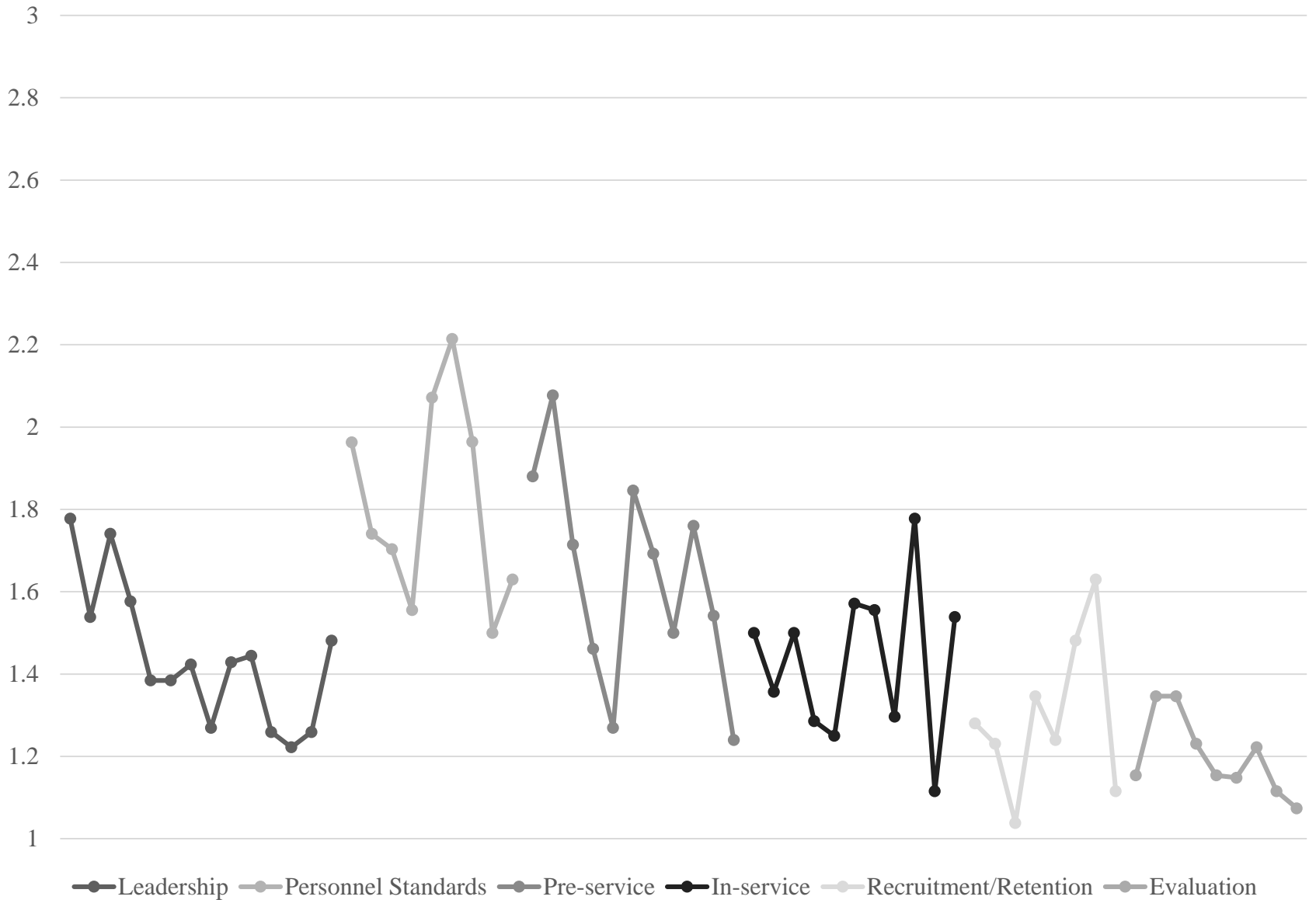
STRATEGIC PLANNING



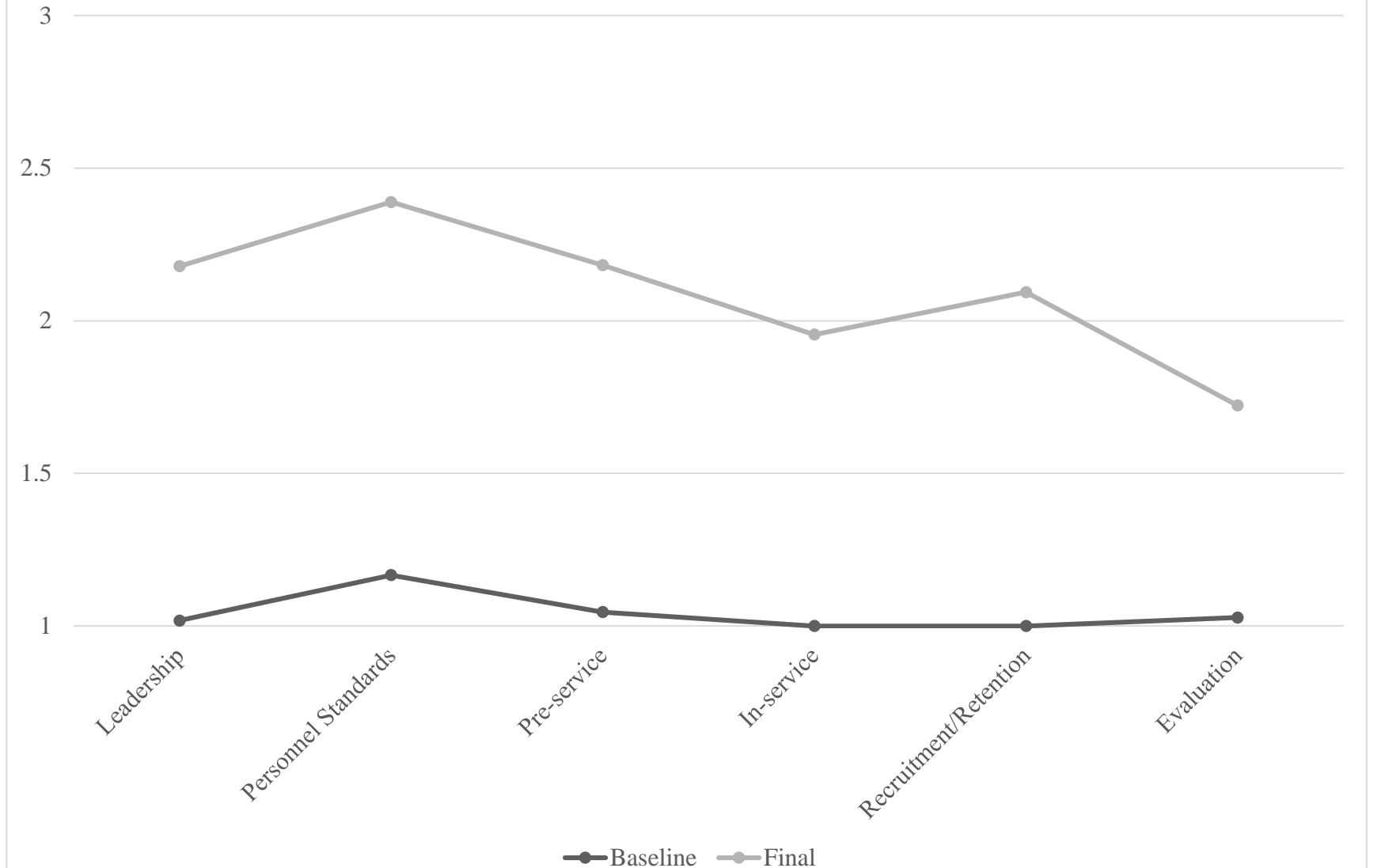
STRATEGIC PLAN WORK PLAN

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

Leadership Institute

- Colorado
- South Carolina
- Illinois
- Arizona
- Rhode Island
- Indiana
- Massachusetts
- South Carolina
- Delaware
- Connecticut
- Nevada
- Washington DC
- Tennessee
- Minnesota
- Texas
- Iowa
- Virginia
- Idaho
- Michigan
- New York

Focus of ECPC Leadership Institute and Action Plans

**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

(INSERVICE) 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
- Nevada
- Puerto Rico
- South Carolina

•Goal Setting

- "Can you tell me please which way I ought to go from here?"*
- "That depends a good deal on where you want to get to," said the Cat.*
- "I don't much care where," said Alice.*
- "Then it doesn't matter which way you walk," said the Cat.*

•Lewis Carroll
•*Alice's Adventures in Wonderland*



STRATEGIC PLAN WORK PLAN

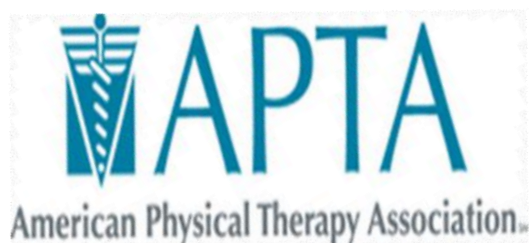
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Cross-Disciplinary Competencies In Early Childhood Intervention



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

Collaborators



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	<ul style="list-style-type: none"> • ECPC requested the document(s) of current personnel standards <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • Two organizations had secondary document with personnel standards • Remaining documents identified as supportive documents <ul style="list-style-type: none"> • Position statements, technical reports, systematic reviews, etc.
Categorization of Standards by Competency Area	<ul style="list-style-type: none"> • Two ECPC staff members (1 post doc, 1 RA) individually grouped each standard (n=752) into 1 of 4 cross disciplinary personnel competency areas <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Identified 37 items (5%) of disagreement with original coders • ECPC Director identified 20 items (3%) to be re-categorized

Methodology

Categorization of Standards by Cross-Disciplinary Competency Areas

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

Methodology

Step	Description/Results
Identification of Personnel Competency Sub-Areas	<ul style="list-style-type: none">• Two ECPC staff members grouped individual personnel standard items into each of four multi-disciplinary competency areas through thematic analysis<ul style="list-style-type: none">• Subcomponent titles developed solely on the basis of the information in the personnel standard items• Categorizing process was iterative<ul style="list-style-type: none">• 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

ECPC Cross Disciplinary Personnel Competencies

– AOTA, APTA, ASHA, DEC, NAEYC & ZTT

Family Centered Practice

Intervention 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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Subcomponents

Family Centered Care

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

Coordination, Collaboration

- General Teaming
- Resource & Referrals
- Effective Communication
- Transitions
- Teaming with Families
- Role as a Consultant
- Problem Solving
- Leader of a Team
- Medical Home
- Positive & Respectful Relationships

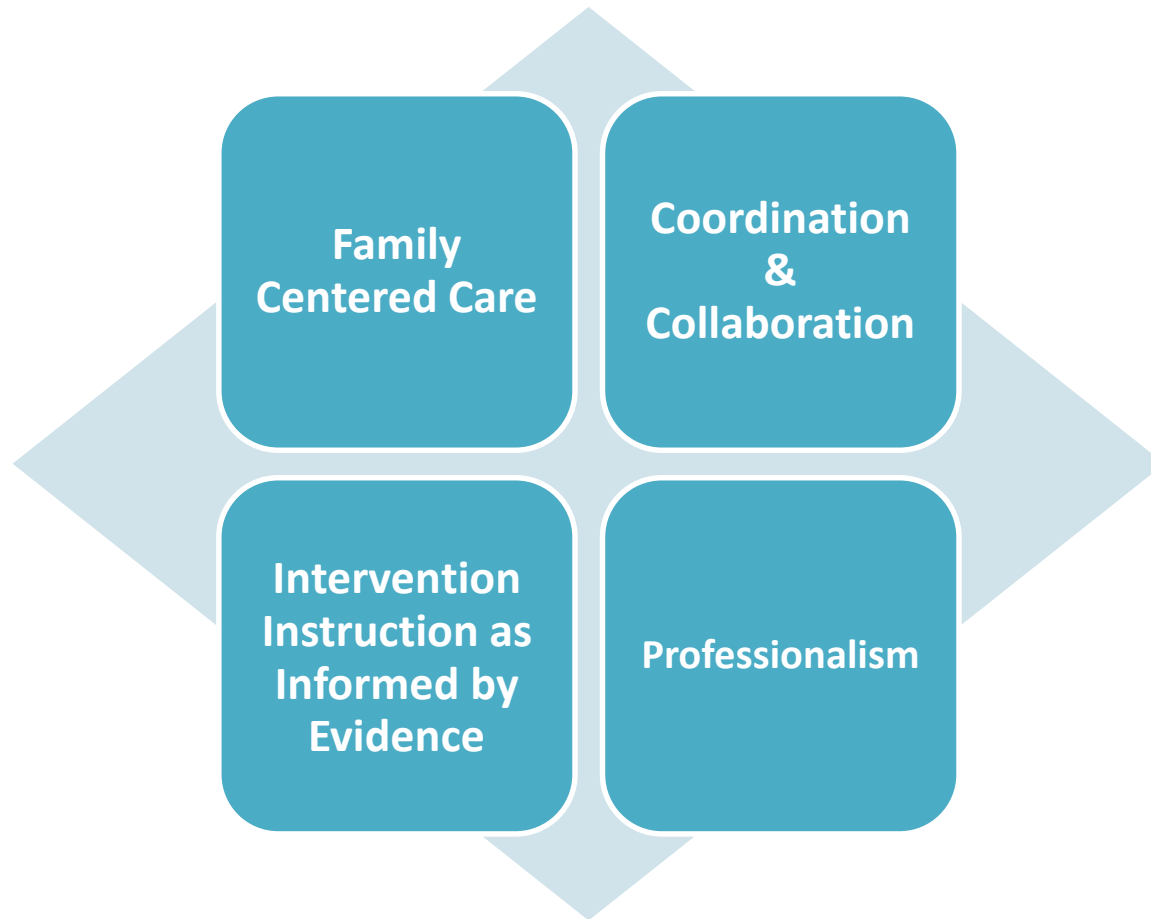
Intervention Informed by Practice

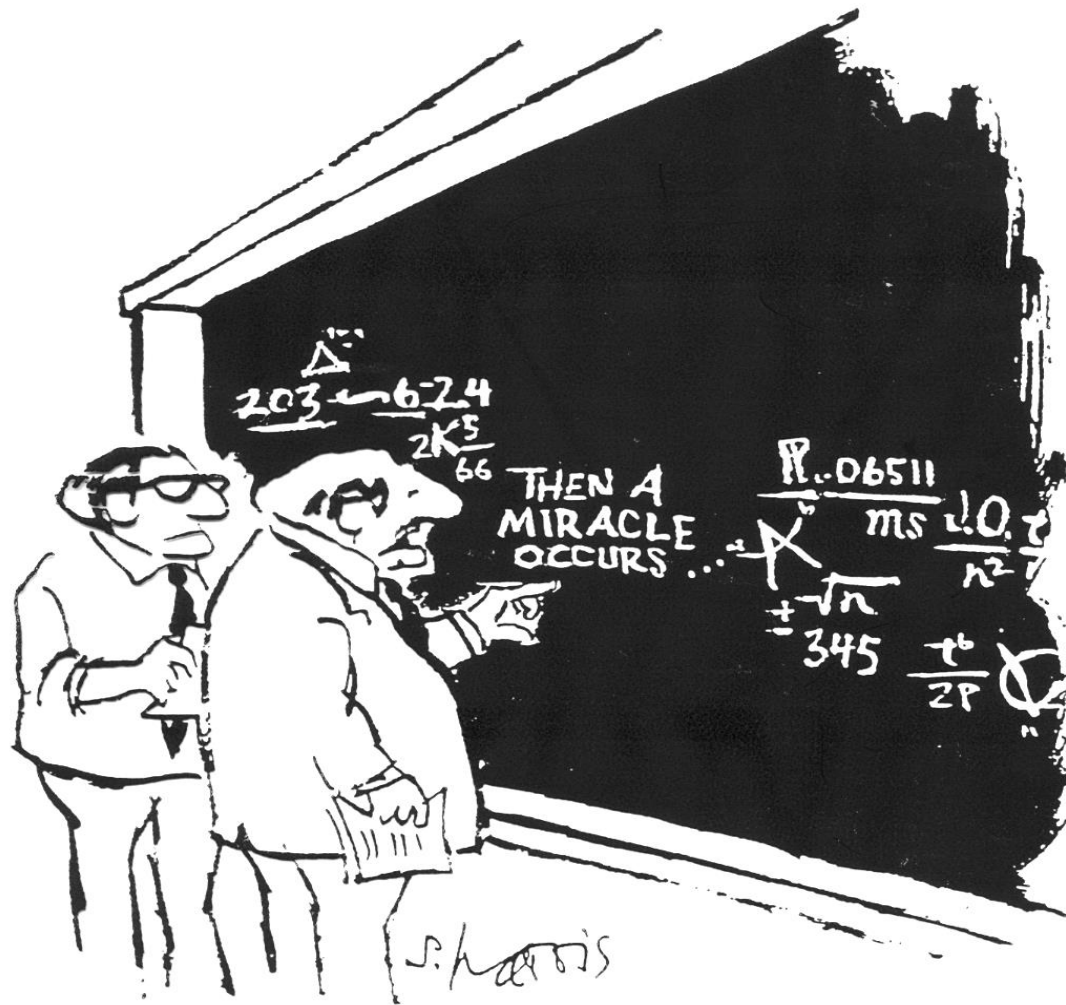
- Intervention
- Assessment
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- Progress Monitoring
- Evidence Based Practice
- Health & Safety
- IEP/IFSP
- Knowledge of Risk Factors & Atypical Child Development
- Accommodations & Adaptations
- Service Delivery Models

Professionalism

- Advocacy/Public Awareness
- Laws, Policies & Practice Standards
- Professional Development & Self-Reflection
- Knowledge of the Field
- Ethics
- Administrative Leadership
- Supervision
- Communication
- Wellness

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

