

Recruiting and Retaining **Highly Qualified** Early Intervention Related Service Providers

Toby Long, PhD, PT, FAPTA

Agenda

- Introductions
- Purpose of the Session
- Background
 - What is the Concern about R & R?
 - Professional Development and ECI
 - Competencies Development
 - Early Childhood Personnel Center
- Common Competencies across Disciplines
 - Four Themes
- Unique Contribution of the Professionals: Discipline Specific Competencies
 - AOTA
 - ASHA
 - DEC
 - APTA
- What Can/Should We Do about R & R?
- Summary

State of the Professions: What is the Present?

What type of providers are you experiencing shortages in?

34 states have a shortage of speech-language pathologists

32 states have a shortage of physical therapists

29 states have a shortage of occupational therapists

19 states have a shortage of special educators

12 states have a shortage of psychologists

10 states have a shortage of vision specialists, including optometrists and ophthalmologists

10 states have a shortage of orientation and mobility specialists

6 states have a shortage of registered dietitians

4 states have a shortage of social workers and nurses

State of the Professions: What's the Forecast?

	Degree Earned	Projected Growth over 10 Years	Median Income
PT	DPT	34%	84,020
OT	Masters moving toward OTD	27%	80,150
SLP	Masters	21%	73,410

What is Highly Qualified?

Family
Centered Care

Instruction and
Intervention

Coordination
and
Collaboration

Professionalism

**Can we
assume?**

**How do we
tell?**

Importance of Professional Development

For attaining, maintaining & retaining

High quality professional development



Quality intervention



Effective intervention

Background: A brief history of professional development in ECI

1986-1991

- *Carolina Institute for Research on Infant Personnel Preparation*
- Developing a CSPD
- Specifying standards
- Focus on team, FCC interdisciplinary,
- Competencies: Core, cross, discipline
- Training to increase quantity of providers

1991-2000

- *Winton, McCullum, Catlett*: Identified critical training needs
- Quality training impacts outcome
- Identifying instructional, training models
 - Modeling, coaching, reflection

2000-2009

- *Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education*
- Lack of systematic, sustainable PD
- Training inconsistent with research on effectiveness of training
- Lack of support to implement best practices

2009-2016

- *Early Childhood Personnel Center*
- Evidence of effectiveness
- Theories of change
- Implementing effective methodology
 - Reflection
 - Coaching
 - Support
 - Mentoring

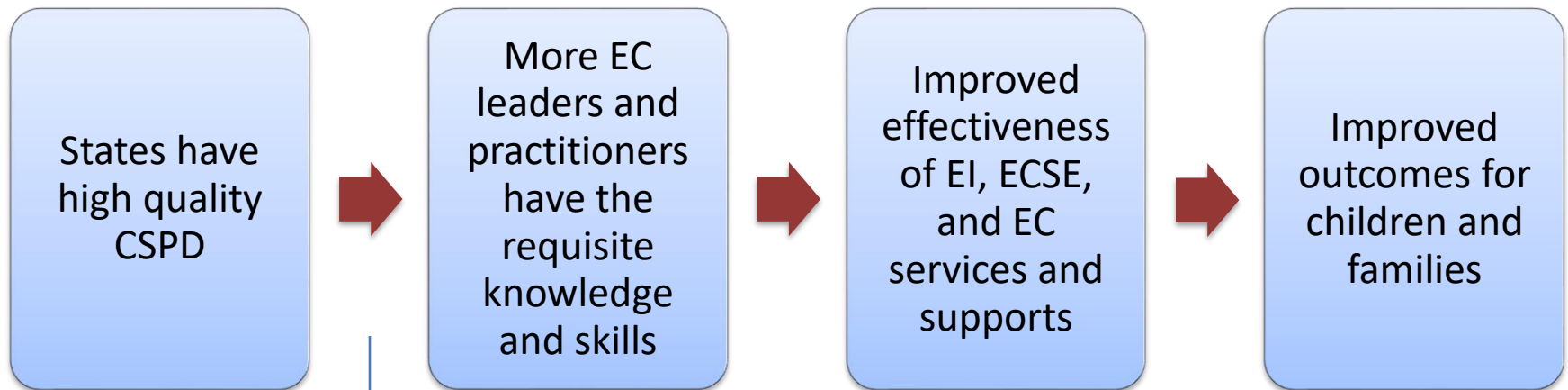
Comprehensive System of Personal Development

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



Improved CSPD Leads to Improved Outcomes



Recruiting and Retaining

Areas of Interdisciplinary Personnel Competencies: What Should We Expect?

Cross-Disciplinary Competencies

- Family Centered Practice
- Data-based Intervention/Instruction
- Coordination & Collaboration
- Professionalism

Cross-Disciplinary Activities

- Interdisciplinary presentations at national organization meetings
- Completed crosswalks of personnel standards across organizations
- Validated Item by Item Analysis of DEC/NAEYC Personnel Standards
- Manuscripts Completed by Disciplines Organizations(IYC)

Family Centered Practice

- 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

Data-Based Intervention/Instruction

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

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 (1)

Professionalism

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

**UNIQUE CONTRIBUTIONS OF THE
PROFESSIONALS TO THE TEAM**

Occupational Therapy

Occupational therapy is defined as “...the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of enhancing or enabling participation in roles, habits, and routines in home, school, workplace, community and other settings” (Occupational Therapy Practice Framework: Domain & Process, 3rd Ed.).

Occupational Therapy's Distinct Value

CHILDREN & YOUTH

Resource for Administrators and Policy Makers

Occupational therapy's distinct value is to improve health and quality of life through facilitating participation and engagement in occupations, the meaningful, necessary, and familiar activities of everyday life. Occupational therapy is client-centered, achieves positive outcomes, and is cost-effective.

Occupational therapy distinctly focuses on participation by:

- Using a *holistic* approach to consider all components of the individual and his or her goals
- Focusing on *inclusion* by supporting engagement in activities in their natural contexts
- Increasing an individual's capacity and/or modifying environments and activities for greater participation (*Person-Environment-Occupation fit*)
- Providing expertise in both *mental and physical health*
- Offering a *lifespan approach*
- Providing evidence-based and cost-effective services

Research Supports the Importance of Active Engagement

- Life skills development has been found to be a good prognostic indicator for future employment of individuals with autism (Klinger, Klinger, Mussey, Thomas, & Powell, 2015).
- Student engagement in school activities such as recess has been correlated to positive behavior and greater attention (Barros, Silver, & Stein, 2009; Holmes, Pellegrini, & Schmidt, 2006).

Occupational Therapy

- Activity expertise
- Environmental modification
- Adaptive equipment
- Intersection of mental and physical health
- Play

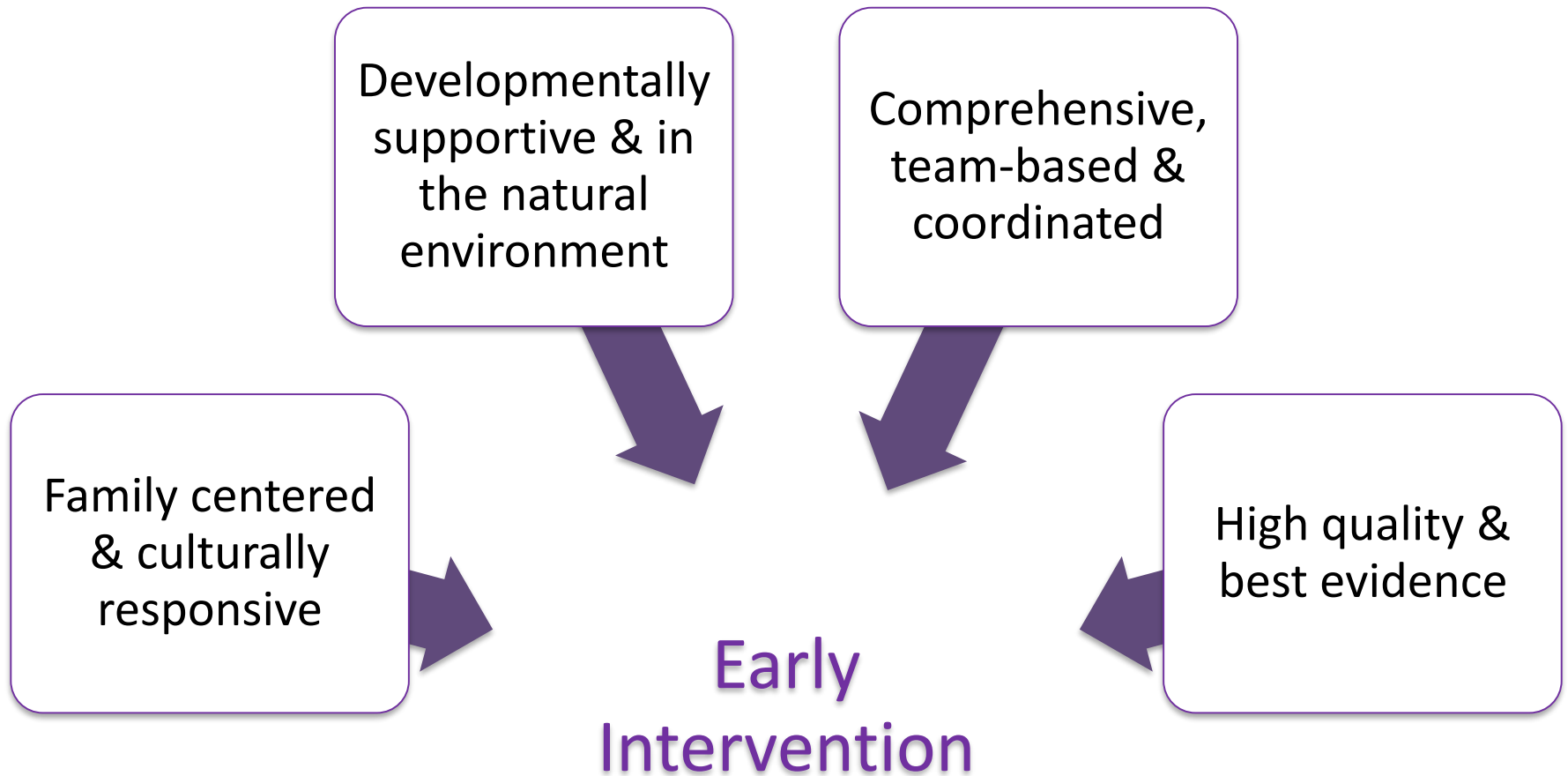
- Activities of Daily Living
(feeding, toileting, dressing, grooming, mobility)
- Rest and Sleep
- Learning and School Performance
- Social Participation

Speech and Language Pathology

Involved in assessment and intervention for young children in multiple settings using a variety of service delivery approaches

Nearly 100,000 members report working with EI populations

ASHA Guiding Principles for...



The BIG 9

Articulation/Phonology

Voice and resonance

Fluency

Receptive and expressive language

Hearing

Swallowing

Cognitive aspects of language

Social aspects of language

Augmentative and alternative communication modalities

State-by-State Requirements for Audiologists and SLPs in Early Intervention

State by State Requirement Web Page

- Early Intervention Program name, location and contact
- Education Requirements for Audiologists, SLPs and support personnel/assistants
- Certification/Licensure
- Prerequisite Training
- Continuing Education
- Lead Agency
- Resources
- Separate State Contacts pages

Early Childhood-Special Education

Learning

- Process
- Environment
- Instruction
- Curricular content

Personnel Recommended Practices & Standard Areas

DEC Recommended Practices	CEC/DEC Initial Standards	NAEYC Initial Standards
Leadership	Learner Development & Individual Learning Differences	Promoting Child Development & Learning
Assessment	Learning Environments	Building Family & Community Relationships
Environment	Curricular Content Knowledge	Observing, Documenting, & Assessing to Support Young Children & Families
Family	Assessment	Using Developmentally Effective Approaches
Instruction	Instructional Planning & Strategies	Using Content Knowledge to Build Meaningful Curriculum
Interaction	Professional Learning & Ethical Practice	Becoming a Professional
Teaming & Collaboration	Collaboration	Early Childhood Field Experiences
Transition		

Physical Therapy

Entry-level pediatric content: *Recommended not Mandated*

Typical development

Pediatric onset of conditions that affect development across the lifespan

Pediatric tests & measures

Pediatric procedural interventions

Prenatal development

Parts B & C of IDEA

Recruiting & Retaining: Can it be done?

Challenges

Strategies



Summary

Cross-disciplinary competencies represent four themes

- Family centered practices
- Data-driven practice
- Coordination and collaboration
- Professionalism

Disciplines have unique skills and knowledge

The system has challenges

- Competition: Salary, benefits
- Isolated practice: Lack of mentorship, supervision
- Variability of requirements across states
- Lack of accountability

Creative thinking a MUST

- Team-based practices
- On-going professional development
- Intraprofessional practice oriented PD activities

Resources

CEC/DEC

<https://www.cec.sped.org>
(Standards, EI/ECSE Specialty Sets)

<http://www.dec-sped.org>
(EI/ECSE Specialty Sets, Position Statements, Recommended Practices)

<http://www.naeyc.org>
(Standards)

<http://caepnet.org>
(Accreditation Information)

ASHA

- www.asha.org/policy (Core knowledge)
- <http://www.asha.org/uploadedFiles/Analysis-2011-IDEA-Part-C-Final-Regulations.pdf#search=%22part%22>
- <http://www.asha.org/Advocacy/federal/idea/IDEA-Part-C-Issue-Brief-Service-Coordination/>
- <http://www.asha.org/Advocacy/federal/idea/IDEA-Part-C-Issue-Brief-Personnel-Qualifications/>
- <http://www.asha.org/Advocacy/federal/idea/IDEA-Part-C-Evaluation-and-Assessment-Definitions/>
- <http://www.asha.org/Advocacy/federal/idea/IDEA-Part-C-Issue-Brief-Cultural-and-Linguistic-Diversity/>
- [Coments on early learning and recruiting and retaining qualified specialized instructional support personell](http://www.asha.org/Advocacy/federal/idea/IDEA-Part-C-Issue-Brief-Cultural-and-Linguistic-Diversity/)
<https://ashanet.sharepoint.com/sites/projects/edoutreach/Documents/ASHA%20Comments%20to%20ED%20on%20ESSA%20Non-Regulatory%20Guidance.pdf>
- <http://www.asha.org/Practice-Portal/Speech-Language-Pathologists/>

Resources

AOTA

American Occupational Therapy Practice Framework: Domain & Process (3rd Edition) (2014) American Journal of Occupational Therapy, March/April 2014, Vol. 68, S1-S48. doi:10.5014/ajot.2014.682006

AOTA Practice Advisory on Occupational Therapy in Early Intervention, July 2010
<http://aota.org/Consumers/Professionals/WhatIsOT/CY/Practice-Advisory-OT-El.aspx?FT=.pdf>

Clark, G. F. & Kingsley, K. (Eds.). (2013). *Occupational therapy practice guidelines for early childhood: Birth through five years*. Bethesda, MD: AOTA Press.

APTA

APTA, Section on Pediatrics, Pediatric Curriculum Content in Professional Physical Therapist Education: A Cross-Reference for Content, Behavioral Objectives, and Professional Sources. 2009

Rapport MJ, Furze J, Martin K, et al. Essential competencies in entry-level pediatric physical therapy education. *Pediatr Phys Ther*. 2014;26(1):7-18.

Chiarello L, Effgen SK. Updated competencies for physical therapists working in early intervention. *Pediatr Phys Ther*. 2006;18:148-158

Weaver, P. A. (2013). *Investigation of physical therapy practice in early intervention*. (Order No. 3587500, Indiana University). ProQuest Dissertations and Theses, 169. Retrieved from <http://ezproxy.lib.indiana.edu/login?url=http://search.proquest.com/docview/1418818006?accountid=11620>