Inter-Professional Education:  
From Developing to Implementing Unified Personnel Competencies for Early Childhood Intervention across Professional Disciplines

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Agenda

• Introductions
• Purpose of the Session
• Background
  – 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
• Summary
• Plan
Importance of Professional Development

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
To facilitate the development and implementation of integrated, comprehensive systems of personnel development (CSPD) for all disciplines serving infants and young children with disabilities.
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

Personnel Standards

Leadership, Coordination & Sustainability

Recruitment and Retention

Evaluation

Inservice Training

Preservice Training
Improved CSPD Leads to Improved Outcomes

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
Outputs of the ECPC

Knowledge Development

- National Data Base of State Personnel Standards
- National Data Base of CSPD Components: Reported by State Part C and 619 Coordinators
- Research Syntheses on Personnel Issues
- National Initiative on Cross Disciplinary Personnel Standards

Technical Assistance

- **General**: Across audiences, regions, and states: To provide information and resources on personnel development
- **Targeted**: State specific CSPD components: To align national personnel standards and state personnel standards and/or to align preservice preparation with in-service preparation:
- **Intensive**: State specific: To develop CSPD framework within 8 states

Leadership and Coordination

- Leadership Institute with Part C and 619 Coordinators
- Collaborative with other OSEP Early Childhood TA Centers (DaSY, ECTA, IRIS, IDC)
- Collaborative with DoE and HHS TA Centers (RRCs, Workforce Development)
- Collaborative with professional organizations (APTA, AOTA, ASHA, DEC, NAEYC, Zero-Three)
Areas of Interdisciplinary Personnel Competencies

**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
Family Centered Practice

Examples of knowledge and skill statements

<table>
<thead>
<tr>
<th>Listening to families</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APTA</strong></td>
</tr>
<tr>
<td>Conduct a family interview using active listening skills to gather information on: family's knowledge, strengths, concerns, and priorities regarding their child, family lifestyle and beliefs, services and outcomes desired. Context of Therapy A. 2. b.</td>
</tr>
<tr>
<td><strong>APTA</strong></td>
</tr>
<tr>
<td>Discuss and integrate examination findings from family and other team members. Planning (IFSP) E. 1. b.</td>
</tr>
<tr>
<td><strong>ASHA</strong></td>
</tr>
<tr>
<td>Skills in identifying evidence-based interventions that are matched to the child's, family's, and caregiver's priorities. Plan/Implement/Monitor Intervention. S9</td>
</tr>
<tr>
<td><strong>ASHA</strong></td>
</tr>
<tr>
<td>Skills in gathering information about the family system, daily routines, and activities. Service Coordination &amp; Transition Planning. S3</td>
</tr>
<tr>
<td><strong>ASHA</strong></td>
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<tr>
<td>Skills in documenting and integrating concerns, priorities, and observations from families, caregivers, and other professionals in the evaluation and assessment process. Screen, Eval, Assess. S7</td>
</tr>
<tr>
<td><strong>CEC</strong></td>
</tr>
<tr>
<td>Assist families in identifying their concerns, resources, and priorities. Initial- S4.1</td>
</tr>
<tr>
<td><strong>AOTA</strong></td>
</tr>
<tr>
<td>Developing positive partnerships with the family or caregivers is essential for professionals (p. 8) Frolek Clark &amp; Kingsley (2013). Early Childhood: Birth Through 5 Years</td>
</tr>
</tbody>
</table>
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
## Data-Based Intervention/Instruction: Assessment

<table>
<thead>
<tr>
<th>Organization</th>
<th>Personnel Standard</th>
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</thead>
<tbody>
<tr>
<td>AOTA</td>
<td>An occupational therapist is responsible for all aspects of the screening, evaluation, and re-evaluation process</td>
</tr>
<tr>
<td>APTA</td>
<td>Use valid, reliable, and nondiscriminatory examination instruments and procedures for: a) identification and eligibility, b) diagnostic evaluation, c) individual program planning, d) documentation of child progress, family outcomes, and program impact</td>
</tr>
<tr>
<td>ASHA</td>
<td>Knowledge of methods of evaluation and assessment appropriate for the birth-to-3 population (including interview, parent report, observational, and criterion-referenced tools)</td>
</tr>
<tr>
<td>DEC</td>
<td>Alignment of assessment with curriculum, content standards, and local, state, and federal regulations</td>
</tr>
<tr>
<td>NAEYC</td>
<td>Understanding the goals, benefits, and uses of assessment</td>
</tr>
<tr>
<td>ZTT</td>
<td>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</td>
</tr>
</tbody>
</table>
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)
### Coordination & Collaboration: General Teaming

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<tr>
<th>Organization</th>
<th>Personnel Standard</th>
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<tr>
<td>AOTA</td>
<td>An occupational therapy practitioner is an integral member of the interdisciplinary collaborative health care team. He or she consults with team and family members to ensure the client-centeredness of evaluation and intervention practices</td>
</tr>
<tr>
<td>APTA</td>
<td>Supervise personnel and professional students: a) monitor the implementation of therapy recommendations by other team members; b) establish a student clinical affiliation; c) formally and informally teach/train therapy staff</td>
</tr>
<tr>
<td>ASHA</td>
<td>Skills in implementing strategies to function as an effective member of an interdisciplinary programming team</td>
</tr>
<tr>
<td>DEC</td>
<td>Collaborate with caregivers, professionals, and agencies to support children’s development and learning</td>
</tr>
<tr>
<td>ZTT</td>
<td>Collaborates with other service providers and provides information, guidance, and support to assist families who are caring for a child with special needs</td>
</tr>
</tbody>
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Professionalism

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

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<th>Organization</th>
<th>Personnel Standard</th>
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<tbody>
<tr>
<td>AOTA</td>
<td>An occupational therapy practitioner is an effective advocate for the client's intervention and/or accommodation needs</td>
</tr>
<tr>
<td>APTA</td>
<td>Promote public awareness of early-intervention services: a) disseminate information about the availability, criteria for eligibility, and methods of referral; b) collect and use data from multiple sources for child-find systems</td>
</tr>
<tr>
<td>ASHA</td>
<td>Skills in disseminating information related to early intervention services through a variety of print, media, technology, and professional organization networks</td>
</tr>
<tr>
<td>DEC</td>
<td>Advocacy for professional status and working conditions for those who serve infants and young children, and their families</td>
</tr>
<tr>
<td>NAEYC</td>
<td>Engaging in informed advocacy for children and the profession</td>
</tr>
<tr>
<td>ZTT</td>
<td>Understands and takes a leadership role in advocating for families and young children with special needs at the programmatic, local, state, and federal levels</td>
</tr>
</tbody>
</table>
UNIQUE CONTRIBUTIONS OF THE PROFESSIONALS TO THE TEAM
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).
- Some research indicates that individuals with disabilities who used activity modification strategies report positive
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...

- Developmentally supportive & in the natural environment
- Comprehensive, team-based & coordinated
- Family centered & culturally responsive
- High quality & best evidence

Early Intervention
The BIG 9

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation/Phonology</td>
</tr>
<tr>
<td>Voice and resonance</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>Receptive and expressive language</td>
</tr>
<tr>
<td>Hearing</td>
</tr>
<tr>
<td>Swallowing</td>
</tr>
<tr>
<td>Cognitive aspects of language</td>
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<tr>
<td>Social aspects of language</td>
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<tr>
<td>Augmentative and alternative communication modalities</td>
</tr>
</tbody>
</table>
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

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

What do you think?
Physical Therapy: What do we bring to the team?

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
What do you think is our unique contribution to the EI team?
Summary

Cross-disciplinary competencies represent four themes

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

Disciplines have unique skills and knowledge
ECPC Plan

Professional Association Consensus of Competencies that Cross Disciplines

Disseminate widely using discipline specific and cross discipline methods and opportunities

Guidance for States on a Continuum of Competence for use in State Preservice and In-service Alignments
Can it be done?

Challenges

Facilitators
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/
- Comments on early learning and recruiting and retaining qualified specialized instructional support personell
- http://www.asha.org/Practice-Portal/Speech-Language-Pathologists/
AOTA


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

