The Development of Early Childhood Cross Disciplinary Personnel Standards

Department of Education
Office of Special Education Programs
Accountability and Outcomes for Children with Speech, Language, and Hearing Challenges
May 22, 2015
Presenter

Toby Long, Ph.D., PT, FAPTA

- Professor: Department of Pediatrics, Georgetown University
- Director of Training: Center for Child & Human Development, Georgetown University
- Director: Georgetown University, Certificate in Early Childhood Intervention
- Consultant: Early Childhood Personnel Center, University of Connecticut

longt@georgetown.edu
Early Childhood Personnel Center

- ECPC provides leadership to:
  - State Education Agencies
  - Lead Part C Agencies
  - Early Care and Education Agencies
  - Institutes of Higher Education
  - Professional Development Agencies

- Regarding:
  - Preparation, credentialing, & continuing education of those who provide services to young children with disabilities/delays and their families
Theory of Action
If we want improved outcomes for infants and young children with disabilities and their families, THEN............

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

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.
Purpose of the ECPC

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.
Major Activities

• Collect:
  • state data on personnel standards, higher education programs, continuing education opportunities

• Provide:
  • national, regional, statewide TA
  • targeted TA to align state EC personnel standards
  • targeted TA to align pre-service and in-service training opportunities
  • intensive TA to states on the development and implementation of an integrated and comprehensive system of early childhood personnel development
## Outputs of the Center

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Knowledge Development
Cross-Disciplinary Activities

- Two national meetings of the discipline organizations
  - Share information and priorities
- Presentations at DEC, ASHA in Year 2; More in Year 3
- Completed crosswalks of Personnel Standards across:
  - DEC; NAEYC; AOTA; APTA: ASHA
- Manuscripts completed by disciplines organizations
  - *Infants and Young Children, vol.28, no.2, 2015*
- DEC Workgroup validated item by item analysis of DEC/NAEYC Personnel Standards...........
Knowledge Development: ECPC National Data Base

**Personnel Standards**
- 13 disciplines
- 20 variables
- Findings
  - Each state dramatically varied
  - Related services less variance
  - < 1/3 of states have additional Part C related requirements

**CSPD Components**
- Interviews with 619/Part C Coordinators
- Findings
  - ¼ of states do not have all Part C components in place
  - In place: Licensure and certification
  - Needs: On-going, effective system of in-service, needs assessment
  - Concerns: Recruitment/retention
ASHA’s four key principles guiding the delivery of early intervention services.

1. Family centered and culturally responsive

2. Developmentally supportive and promote children’s participation in their natural environments

3. Comprehensive, coordinated and team-based

4. Based on the highest quality internal and external evidence available
New ASHA Documents on Early Intervention
by Jeanne M Wilcox

- Roles and Responsibilities of Speech-Language Pathologists in Early Intervention [Technical Report]
- Roles and Responsibilities of Speech-Language Pathologists in Early Intervention [Position Statement]
- Roles and Responsibilities of Speech-Language Pathologists in Early Intervention [Guidelines]
- Core Knowledge and Skills in Early Intervention Speech-Language Pathology Practice


Need for Documents
The documents meet the need for information on the efficacy and effectiveness of different treatment techniques for specific populations, including young children from various cultural and linguistic backgrounds, children with developmental and environmental risk factors, and children with a range of disabilities. The documents also provide information related to
Values/Ethics for Interprofessional Practice

Maintain a climate of mutual respect & shared values with inter-professional colleagues

- Family-centered: services and supports target families as well as children; interdependence of family and child in all aspects of services; culturally and linguistically responsive
- Integration of the expertise of all team members across developmental areas for efficient and comprehensive assessment and intervention
- Early intervention occurs in natural environments; integrated into everyday routines and activities
Roles/Responsibilities for Collaborative Practice

Use the knowledge of one’s own role & those of other professions to appropriately assess & address the healthcare needs of the patients and populations served.

Roles for SLPs serving infants, toddlers, and preschool children include but are not limited to

- prevention;
- screening, evaluation, and assessment;
- planning, implementing, and monitoring intervention;
- consultation with and education for team members, including families and other professionals;
- service coordination;
- transition planning;
- advocacy;
- awareness and advancement of the knowledge base in early intervention.

These roles are implemented in collaboration with families, caregivers, and other professionals.
Practice PORTAL

Your place for vetted practice guidance

Clinical topics and professional issues

For audiologists and speech-language pathologists

We want to know your opinion. E-mail us what you think and how we can improve.

Client & Patient Handouts
Get quick and easy access to client and patient handouts for use in your practice.

Evidence Maps
Evidence maps give you tools and guidance for engaging in evidence-based decision making.

Templates & Tools
Find practical templates and tools to increase the efficiency and effectiveness of your practice management.

Topics & Issues
Find information on clinical topics and professional issues to help translate evidence and expert opinion into practice.
Technical Assistance

ECPC Provides:

- national, regional, statewide TA
- targeted TA to align state EC personnel standards
- targeted TA to align pre-service and in-service training opportunities
- intensive TA to states on the development and implementation of an integrated and comprehensive system of early childhood personnel development
Technical Assistance

Content
- CSPD
  - Needs Assessment
  - Pre-service
  - In-service
  - TA

Method
- Strategic Planning
- Implementation framework

Outcome
- Scaling up effective practices for personnel development
  - Clear statement of problem
  - Broad goal statement
  - Outcome oriented objectives
  - Strategies and actions
  - Guidelines for implementation
Leadership Institute 1
- Arizona
- Colorado
- Connecticut
- Delaware
- Idaho
- Rhode Island
- South Carolina

Leadership Institute 2
- Alaska
- District of Columbia
- Massachusetts
- Minnesota
- Nevada
- Tennessee
- Texas
- Virginia
Next Steps

- Build fidelity of CSPD
- Create cross disciplinary competencies/standards
- Create unique skills/knowledge
Contact the ECPC
Director: Mary Beth Bruder, PhD

- **Phone**
  Office: 860-679-1500
  TTY: 860-679-1502
  Fax: 860-679-1571
  Toll Free: 866-623-1315

- **Email**
  General Email: ecpcta@uchc.edu

- **Mailing Address**
  The University of Connecticut Health Center
  A.J. Pappanikou Center for Excellence In Developmental Disabilities
  263 Farmington Avenue, MC 6222
  Farmington, CT 06030

Join the mailing list at: http://ecpcta.org/contact/mailing_list.html