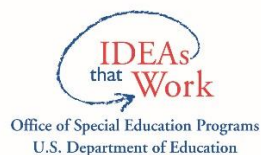




# **THE DEVELOPMENT OF CORE CROSS DISCIPLINARY EARLY CHILDHOOD COMPETENCY AREAS**



The contents of this report were developed under a grant from the US Department of Education, # H325B170008. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Tracie Dickson



**The Development of Core Cross Disciplinary Early Childhood Competency Areas**

The Early Childhood Personnel Center (ECPC) was funded by the Office of Special Education Programs (OSEP) at the U.S. Department of Education to provide technical assistance to state systems of early childhood intervention and Institutions of Higher Education (IHE) on issues related to personnel development. One initiative of the ECPC has been to collaborate with professional organizations to identify core cross disciplinary competencies for all personnel serving infants and young children age birth to five with disabilities and their families.

**Background**

Over the past six years seven national organizations representing disciplines providing services in early childhood have participated in this initiative: the American Occupational Therapy Association (AOTA); the American Physical Therapy Association (APTA); the American Speech-Language-Hearing Association (ASHA); the Council of Exceptional Children (CEC) and the Division of Early Childhood (DEC), the National Association for the Education of Young Children (NAEYC); and Zero to Three.

In **early 2013** the ECPC identified representatives from each of the seven national organizations to participate in a cross disciplinary early childhood stakeholders’ group. A first meeting of the stakeholders group was held on **October 29, 2013** in Washington, D.C. Representatives overviewed the competencies, skills, roles, and responsibilities required for professionals from each discipline serving children birth to five and families, and provided an update on the current activities and resources related to personnel preparation and continuing education from each professional organization. Stakeholders established a consensus on the need to identify core cross disciplinary early childhood competency areas.

In **April 2014** a draft alignment of early childhood personnel competencies was completed by the ECPC with the personnel standards of DEC aligned with the personnel standards of AOTA, APTA, ASHA and NAEYC. This alignment was intended to inform the identification of common competency areas across the disciplines by the organization representatives.

On **December 11, 2014** the second cross disciplinary stakeholders meeting was held in Washington, D.C. Updates were provided from each of the national associations represented at the meeting related to knowledge and skills requirements for individuals serving children birth to five and their families. Representatives received a copy of the draft alignment of personnel competencies and collaboratively generated a preliminary list of common competency areas and sub-areas listed below in Table 1.

**Table 1. Preliminary List of Common Cross Disciplinary Early Childhood Competencies identified by the Stakeholders Group in December 2014**

Coordination and Collaboration	Family Centered Practice	Data-based Intervention/Instruction	Professionalism
<ul style="list-style-type: none"> <li>• Knowledge and respect of other disciplines-- preparation and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to families</li> <li>• Respecting family background/structure/ culture and choices</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized</li> <li>• Interaction based</li> <li>• Knowledge of Child Development and Learning Theories</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Ethics</li> <li>• Accountability</li> <li>• Responsibility</li> </ul>

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<ul style="list-style-type: none"> <li>• Ability to develop and implement joint assessment, planning, interventions and evaluation across disciplines and learning contexts</li> <li>• Ability to collaborate with others in community including EC agencies, programs and setting</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing information and skills with families</li> <li>• Supporting and partnering with families</li> </ul>	<ul style="list-style-type: none"> <li>• Application of Learning Theories</li> <li>• Assessment</li> <li>• Curricula (DAP )</li> <li>• Using learning opportunities through activities and routines</li> <li>• Functional Curricula (DAP )</li> <li>• Future Orientation and transition</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation to professional service</li> <li>• Leadership</li> </ul>
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The stakeholders agreed to next review current personnel standards of each organization to systematically identify commonalities across competencies with a focus on high-impact evidence-based practices, to prepare manuscripts by each discipline, and to work collaboratively to submit conference proposals related to progress made in the identification and endorsement of common personnel competencies.

On **July 30, 2015** the third cross disciplinary stakeholders meeting was held in Washington, D.C. Updates were provided from each of the national associations represented at the meeting related to knowledge and skills requirements for individuals serving children birth to five and their families. The ECPC presented examples of personnel standards from each discipline that corresponded with the four common competency areas and sub-areas identified in 2014. Collectively representatives identified the need to develop a crosswalk of all personnel standards from each discipline in the four common competency areas, discussed the process to obtain approval of the common competencies by the boards of each professional organization, and began to brainstorm methods of disseminating information on the common competency areas to the field such as webinars, information briefs, and case studies.

Also, in **2015**, the following four manuscripts related to the cross disciplinary personnel competencies were published in *Infants & Young Children*:

- Stayton, V. D. (2015). Preparation of early childhood special educators for inclusive and interdisciplinary settings. *Infants & Young Children, 28*, 113-122.
- Muhlenhaupt, M., Pizur-Barnekow, K., Schefkind, S. Chandler, B., & Harvison, N. (2015). Occupational therapy contributions in early intervention: Implications for personnel preparation and interprofessional practice. *Infants & Young Children, 28*, 123-132.
- Catalino, T., Chiarello, L. A., Long, T., & Weaver, P. (2015). Promoting professional development for physical therapists in early intervention. *Infants & Young Children, 28*, 133-149.
- Prelock, P. A. & Deppe, J. (2015). Speech-language pathology: Preparing early interventionists. *Infants & Young Children, 28*, 150-164.

On **March 21, 2016** the cross disciplinary stakeholders participated in a conference call to create a plan for continued development and dissemination of materials pertaining to the core cross disciplinary early childhood competencies that will assist the professional organizations to share

the competencies with their members. Updates were provided from each of the national associations represented at the meeting related to knowledge and skills requirements for individuals serving children birth to five and their families. The stakeholders provided the most recent description(s) of their personnel standards or competency areas specific to their discipline to the ECPC. A comparison was done across each of these documents to organize each discipline's personnel standards into the four cross disciplinary competency areas and using a process of thematic analysis to identify the common sub-areas across the organization's personnel standards. Additional information on the methodology is described below.

### **Methodology for Organizing Discipline Standards into Four Core Cross Disciplinary Early Childhood Competency Areas**

In April 2016 two members of the ECPC staff (1 post doc and 1 research assistant) began the process of organizing the personnel standards of AOTA, ASHA, APTA, CEC, DEC, NAEYC and Zero to Three into the four core cross disciplinary early childhood competency categories. First they requested confirmation from the national organizations on the document(s) containing the most current version of their personnel standards. The organizations provided between one and eleven documents for the alignment process. After reviewing each document, one document was identified from each national organization as the document containing the organization's personnel standards (i.e., knowledge and skill statements), with two organizations identified as having a secondary document also containing personnel standards. A total of 752 standards were identified across the organizations' documents. These standards were then compiled into a spreadsheet. The remaining documents, including position statements, technical reports and overviews of systematic reviews, were identified as supportive documents to provide context to the discipline's work.

Using the main and supportive standards documents from all of the national organizations, the two ECPC staff members created operationalized definitions of the four previously agreed-upon core cross disciplinary early childhood competency areas: a) coordination and collaboration, b) family-centered practice, c) intervention as informed by evidence, and d) professionalism. The definitions were based upon the organization's descriptions of these categories found in narrative statements such as introductions and other areas of the main documents, and text of the supportive documents. Definitions did not come from individual items or standards, and no definition is solely attributable to one disciplinary field. In addition, evidence-based references were identified from peer-reviewed journals for each of the four categories. Alignment rules were created to standardize the process of organizing all personnel standard items into the four interdisciplinary categories. These rules included: individual items can only be grouped into one of the four categories, all items will be categorized, and a tie breaker will be used for disagreements.

The two ECPC staff members individually grouped each item/standard (n=752) into one of the four competency areas using the operationalized definitions. Once completed the two staff

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members came together to discuss their findings. Upon discussion, 96% of the items were coded the same between the two staff. Questions were brought up for 4% of the items (n=27), which the two staff could not come to consensus on a category based upon the operationalized definitions. These uncategorized items were then given to the Director who discussed items with the staff and categorized them as the tiebreaker. The category definitions were then updated and finalized based on these newly categorized items.

Documents were then created for the items assigned to each of the four cross disciplinary competency areas, and two independent reviewers (early childhood professionals and graduate students in early childhood intervention) conducted a review of each document to ensure that items had been properly assigned to the most relevant interdisciplinary category using the operationalized definitions for reference. The reviewers together identified 37 items (5%) of disagreement with the original coders. An expert reviewed these items and identified only 20 items (3%) to be re-categorized. These 20 items were re-categorized in the master document. The frequency of item assignment into the four core cross competency areas is provided below in Table 2.

**Table 2. Organization of Early Childhood Personnel Standards into the Four Core Cross-Disciplinary Early Childhood 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 for Organizing Discipline Standards into Subcomponents of the Four Cross Disciplinary Early Childhood Competency Areas

Together in May 2016, the same two members of the ECPC staff used a process of thematic analysis to group individual personnel standard items from each of four cross disciplinary competency areas into subcomponents. They cut strips of paper for each item and together physically grouped them by theme or idea, for example “transitions”. All subcomponent titles were developed solely on the basis of the information in the personnel standard items. The two

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staff grouped and named the subcomponents together. When unsure about a certain item, they left it out to the side. This categorizing process was iterative and the two staff reviewed and re-reviewed the categories once grouped, and re-grouped items based on discussion. The ECPC Director then reviewed the groupings and the subcomponent names for each of the four competency areas. She acted as tie-breaker and categorized the previously undecided items. The items were then recorded in a word document and also coded in an excel document by competency area, subcomponent, and organization. The results of the item assignment into the four cross disciplinary subcomponent categories are provided below by competency area in Tables 3-6.

**Table 3. Themes identified within the Cross Disciplinary Competency area of Family Centered Practice (n=149)**

<b>Subcategory</b> (number of personnel standards)	<b>AOTA</b>	<b>APTA</b>	<b>ASHA</b>	<b>CEC</b>	<b>DEC</b>	<b>NAEYC</b>	<b>ZTT</b>
	1	8	42	4	12	4	78
<i>Across 6 Organizations</i>							
<b>Family Involvement in Assessment</b> (n=15)		2	5	1	4	1	2
<i>Across 5 Organizations</i>							
<b>Cultural, Linguistic and Socioeconomic Competency</b> (n=32)	1		7	2		1	21
<b>Parent Partnership, Advocacy &amp; Help-Giving</b> (n=32)		2	13		2	1	14
<b>Parent Education in Child Development &amp; Interventions</b> (n=24)		1	7		2	1	13
<b>Family Systems Theory</b> (n=16)		2	4	1	2		7
<i>Across 3 Organizations</i>							
<b>Laws &amp; Policies</b> (n=3)			1		1		1
<i>Across 1-2 Organizations</i>							
<b>Supporting Home Language Development</b> (n=6)			2				4
<b>Stress, Trauma, &amp; Safety</b> (n=6)		1					5
<b>Parent/Caregiver Social Emotional/Attachment</b> (n=6)					1		5
<b>Communicating with Families</b> (n=5)			3				2
<b>Nutrition</b> (n=4)							4

**Table 4. Themes identified within the Cross Disciplinary Competency area of Intervention as Informed by Evidence (n=406)**

<b>Subcategory</b> (number of personnel standards)	<b>AOTA</b>	<b>APTA</b>	<b>ASHA</b>	<b>CEC</b>	<b>DEC</b>	<b>NAEYC</b>	<b>ZTT</b>
	20	17	163	21	50	12	123
<i>Across 7 Organizations</i>							

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<b>Intervention</b> (n=180)	6	2	33	7	25	4	103
<b>Assessment</b> (n=61)	6	4	39	2	6	3	1
<i>Across 5 Organizations</i>							
<b>Knowledge of Typical Child Development &amp; Behavior</b> (n=47)			22	1	8	3	13
<b>Communicating &amp; Interpreting Assessment Results</b> (n=21)	2	1	15	1	2		
<b>Progress Monitoring</b> (n=17)	1	4	10	1	1		
<b>Evidence Based Practice</b> (n=17)		3	10	1	2		1
<b>Health &amp; Safety</b> (n=15)	4		7	1	1		2
<i>Across 4 Organizations</i>							
<b>IEP/IFSP</b> (n=10)	1	3	5		1		
<b>Knowledge of Risk Factors &amp; Atypical Child Development</b> (n=18)			14	1	2		1
<b>Accommodations &amp; Adaptations</b> (n=12)			2	6	2		2
<i>Across 2 Organizations</i>							
<b>Service Delivery Models</b> (n=8)			6			2	

**Table 5. Themes identified within the Cross Disciplinary Competency area of Coordination and Collaboration (n=98)**

<b>Subcategory</b> (number of personnel standards)	<b>AOTA</b>	<b>APTA</b>	<b>ASHA</b>	<b>CEC</b>	<b>DEC</b>	<b>NAEYC</b>	<b>ZTT</b>
	6	11	36	4	10	0	31
<i>Across 6 Organizations</i>							
<b>General Teaming</b> (n=21)	1	2	8	2	3		5
<i>Across 4 Organizations</i>							
<b>Resource &amp; Referrals</b> (n=26)	2		16		2		6
<b>Transitions</b> (n=9)	3		2	1	3		
<b>Role as a Consultant</b> (n=6)		1	2	1	2		
<i>Across 3 Organizations</i>							
<b>Effective Communication</b> (n=8)		1	5				2
<i>Across 1-2 Organizations</i>							
<b>Teaming with Families</b> (n=7)		4					3
<b>Problem Solving</b> (n=6)			2				4

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<b>Leader of a Team</b> (n=4)		3					1
<b>Medical Home</b> (n=2)			1				1
<b>Positive &amp; Respectful Relationships</b> (n=9)							9

**Table 6. Themes identified within the Cross Disciplinary Competency area of Professionalism (n=99)**

<b>Subcategory</b> (number of personnel standards)	<b>AOTA</b>	<b>APTA</b>	<b>ASHA</b>	<b>CEC</b>	<b>DEC</b>	<b>NAEYC</b>	<b>ZTT</b>
	13	4	22	6	8	8	38
<i>Across 7 Organizations</i>							
<b>Advocacy/Public Awareness</b> (n=14)	1	1	3	1	2	1	5
<i>Across 6 Organizations</i>							
<b>Professional Development &amp; Self-Reflection</b> (n=20)		1	2	1	1	3	12
<b>Knowledge of the Field</b> (n=12)	2		1	2	1	3	3
<i>Across 5 Organizations</i>							
<b>Laws, Policies &amp; Practice Standards</b> (n=26)	8	1	9		4		4
<b>Ethics</b> (n=14)	2		2	1		1	8
<i>Across 3 Organizations</i>							
<b>Administrative Leadership</b> (n=5)		1	1				3
<b>Supervision</b> (n=4)			1	1			2
<i>Across 1 Organization</i>							
<b>Communication</b> (n=3)			3				
<b>Wellness</b> (n=1)							1

The sub-area items that appeared in at least two discipline documents are listed below in Table 7.

**Table 7. Cross Disciplinary Early Childhood Personnel Competency Areas and Sub-Areas**

<b>COORDINATION &amp; COLLABORATION</b>	<b>FAMILY CENTERED PRACTICE</b>	<b>INTERVENTION AS INFORMED BY EVIDENCE</b>	<b>PROFESSIONALISM</b>
Effective Communication	Communicating with Families	Accommodations & Adaptations	Administrative Leadership
General Teaming	Cultural, Linguistic and Socioeconomic Competency	Assessment	Advocacy/Public Awareness
Leading a Team		Communicating & Interpreting Assessment Results	Ethics



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Medical Home	Family Involvement in Assessment	Evidence Based Practice	Knowledge of the Field
Problem Solving	Family Systems Theory	Health & Safety	Laws, Policies & Practice Standards
Resource & Referral	Laws & Policies	IEP/IFSP Intervention	Professional Development & Self-Reflection
Role as a Consultant	Parent Education in Child Development & Interventions	Knowledge of Risk Factors & Atypical Child	Supervision
Teaming with Families	Parent Partnership, Advocacy & Help-Giving	Development Knowledge of Typical Child Development & Behavior	
Transitions	Parent/Caregiver Social Emotional/Attachment	Progress Monitoring	
	Stress, Trauma, & Safety	Service Delivery Models	
	Supporting Home Language Development		

On **September 15, 2016** the fourth cross disciplinary stakeholders meeting was held in Washington, D.C. Updates were provided from each of the national associations represented at the meeting related to knowledge and skills requirements for individuals serving children birth to five and their families. Representatives from each of the seven professional organizations reviewed the results of the organization of the personnel standards into the four common competency areas and the identified sub-areas. Collectively the organization representatives revised the area of “data-based intervention/instruction” to “interventions has informed by evidence,” and then identified three cross-category themes: i) evidence-based practice, ii) communication, and iii) cultural competency.

On **February 28, 2017** the cross disciplinary stakeholders participated in a conference call to discuss the development and dissemination of products related to the core cross disciplinary early childhood competency areas, which included operationalized definitions for the cross disciplinary competency sub-areas, position papers for discipline organizations, a webinar series, an article for NAEYC, and IYC articles based on case study approaches. Updates were provided from each of the national associations represented at the meeting related to knowledge and skills requirements for individuals serving children birth to five and their families. Next organization representatives will be presenting these core competency areas for approval to each of their respective organizations. The ECPC will exemplars of practice to demonstrate the core cross disciplinary early childhood competency areas for use by professional organizations, Institutions of Higher Education and State Systems of Early Childhood Personnel Development.

In **July 2017**, the cross disciplinary stakeholders met in Washington, DC to discuss the future of the group as the ECPC was not going to be funded (at that point). The boards of six of the professional organizations had endorsed the competency areas. Updates from each organization was given. At the conclusion of the meeting, the group chose to continue to work together, and renamed themselves the Cross Disciplinary Workgroup.

After the ECPC was funded for another 5 years beginning in **January 2018**, the cross disciplinary work group met in CT for a 2-day meeting in **June 2018**. One of the workgroup members had been hired to coordinate the work groups product development. A video consultant came to the meeting to talk about identifying or developing videos to illustrate the competencies. The recommendation of the group was to begin by identifying existing videos and resources. The group also agreed to develop case studies and articles. The sample exemplars from the alignments were used to structure the case studies.

The workgroup met in October, 2018 and January 2019. A resource list was compiled of products illustrating each of the competency areas. It was decided that the areas needed to be defined better through sub competencies. The group agreed that the ECPC would identify exemplars of practice to demonstrate the core cross disciplinary early childhood competency areas for professional organizations, Institutions of Higher Education and State Systems of Early Childhood Personnel Development.

The ECPC staff first combined the sub competency areas identified by the workgroup 5 years earlier with the sub competency areas identified through the alignments (Table 8) by identifying similar themes.

**Table 8. Combined Cross Disciplinary Early Childhood Personnel Competency Areas and Sub-Areas (\* original sub-areas brainstormed from workgroup)**

<b>COORDINATION &amp; COLLABORATION</b>	<b>FAMILY CENTERED PRACTICE</b>	<b>INTERVENTION AS INFORMED BY EVIDENCE</b>	<b>PROFESSIONALISM</b>
Effective Communication  Team Participation <ul style="list-style-type: none"> <li>• Knowledge and respect of other disciplines-- preparation and skills</li> <li>• Ability to develop and implement joint assessment, planning, interventions and evaluation across disciplines and learning contexts</li> </ul> Facilitate Transitions	Communicating with Families  Cultural, Linguistic and Socioeconomic Competency  Parent Partnership, Advocacy & Help-Giving Family Involvement in Assessment  Family Systems Theory  Parent Education in Child Development & Interventions	Knowledge of Typical Child Development & Behavior <ul style="list-style-type: none"> <li>• Knowledge and application of learning theories</li> </ul> Knowledge of Risk Factors & Atypical Child Development Assessment <ul style="list-style-type: none"> <li>• Communicating &amp; Interpreting Assessment Results</li> </ul> IFSP/IEP Practices/interventions <ul style="list-style-type: none"> <li>• Individualized</li> <li>• Functional Curricula/Future Orientation</li> </ul>	Administrative Leadership  Advocacy/Public Awareness  Ethics  Knowledge of the Field  Laws, Policies & Practice Standards <ul style="list-style-type: none"> <li>• Accountability</li> <li>• Responsibility</li> </ul> Professional Development & Self-Reflection <ul style="list-style-type: none"> <li>• Orientation to professional service</li> </ul>

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<p>Able to Provide Resources &amp; Referrals</p> <p>Able to be a Consultant</p> <ul style="list-style-type: none"> <li>• Ability to collaborate with others in community including EC agencies, programs and setting</li> </ul>		<ul style="list-style-type: none"> <li>• Interaction Based</li> <li>• Using learning opportunities through activities and routines</li> </ul> <p>Accommodations &amp; Adaptations</p> <p>Progress Monitoring</p> <p>Service Delivery Models</p> <p>Health and Safety</p>	<p>Supervision</p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Orientation to professional service</li> </ul>
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The ECPC took the information in Table 8 and defined the sub-areas by competency to be completed. A draft was sent to the cross disciplinary work group for editing and approval. Table 9 contains the final list of approved competencies and sub-areas.

**Table 9. Final Cross Disciplinary Early Childhood Personnel Competency Areas and Sub-Areas**

<b>COORDINATION &amp; COLLABORATION</b>	<b>FAMILY CENTERED PRACTICE</b>	<b>EVIDENCED BASED INTERVENTION</b>	<b>PROFESSIONALISM</b>
<p><b>Coordinates and collaborates with the family and other practitioners from different disciplines and agencies throughout the intervention process</b></p> <ul style="list-style-type: none"> <li>• Uses effective communication skills (listening, speaking, writing) with others</li> </ul>	<p><b>Develops partnerships with families, regardless of background or need, to help them advocate and participate in their child’s learning</b></p> <ul style="list-style-type: none"> <li>• Includes the family in all components of the early childhood intervention process</li> </ul>	<p><b>Implements evidence-based assessment and intervention practices which includes the collection of data to document child and family outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process</li> </ul>	<p><b>Follows laws, policies, advocacy guidelines, code of ethics and practice standards of their discipline</b></p> <ul style="list-style-type: none"> <li>• Demonstrates ethical decision making and professional behavior as an early childhood interventionist</li> </ul>

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<ul style="list-style-type: none"> <li>• Shares information and resources with others from different disciplines and agencies</li> <li>• Coordinates the delivery of early intervention services, resources and interventions with practitioners from other disciplines and agencies</li> <li>• Demonstrates leadership at meetings with others from different disciplines and agencies to implement a team approach to service delivery</li> <li>• Collaborates with others to assess the child and family, design intervention objectives and learning plans, assign responsibilities for the implementation of the plan and collect progress monitoring data on a child and family learning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses effective communication (listening, speaking, writing) skills with families from different cultural, linguistic and socioeconomic backgrounds</li> <li>• Provides information to families about early childhood intervention policies, regulations and procedures</li> <li>• Assesses family strengths, risk factors, concerns, and priorities</li> <li>• Refers families to needed resources and services to help them meet the needs of their child, their family and themselves</li> <li>• Provides information and education to families about their child's health and safety needs</li> <li>• Provides information and education to families about child development</li> </ul>	<ul style="list-style-type: none"> <li>• Uses valid, reliable, nondiscriminatory procedures and instruments during the assessment process for: a) identification and eligibility, b) diagnostic evaluation, c) individual program planning, d) documentation of child progress, family outcomes, and program impact</li> <li>• Uses evidenced based practices when developing the intervention plan (IEP/IFSP) with others including the family</li> <li>• Demonstrates applications of evidenced based practices during interventions with a child and family, including the use of accommodations, modifications and adaptations of developmentally appropriate curriculum</li> <li>• Collects data to monitor child and family progress and document evidence of intervention effectiveness</li> <li>• Uses evidence-based practices across different service delivery models</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the early childhood intervention field and their discipline's practice standards and guidelines</li> <li>• Demonstrates awareness of other disciplinary practice standards and guidelines in early childhood intervention</li> <li>• Uses self-reflection and professional development to stay current in evidenced based disciplinary and interdisciplinary practice</li> <li>• Provides reflective supervision to other ECI staff</li> <li>• Mentors, teaches and provides feedback to other early childhood interventionists throughout the intervention process</li> <li>• Uses effective advocacy skills to improve ECI</li> <li>• Provides disciplinary and interdisciplinary leadership to the field of ECI</li> </ul>
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<ul style="list-style-type: none"> <li>• Negotiates with others from different disciplines and agencies who have different viewpoints and opinions to problem solve and take actions to benefit the child and family</li> <li>• Facilitates transitions from the Part C or 619 programs to another program with others and the family</li> </ul>	<ul style="list-style-type: none"> <li>• Provides information and education to families about early childhood assessment, intervention and evaluation</li> <li>• Provides information and education to families about early childhood intervention service delivery</li> <li>• Provides information and education to families about advocacy for themselves, their family and their child</li> </ul>		
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These competencies will be approved by the workgroup and applied to case studies and used to organize the resources for training each competency.

## **Appendix A: Source Documents**

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- AOTA American Occupational Therapy Association. (2015). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410057.
- AOTA American Occupational Therapy Association. (2014). *Frequently asked questions (FAQ): What is the role of occupational therapy in early intervention?* Bethesda, MD: AOTA Press.
- AOTA American Occupational Therapy Association. (2013). *Occupational therapy practice guidelines for early childhood: Birth through 5 years*. Bethesda, MD: AOTA Press.
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