

Bruder, M. B., Catalino, T., Chiarello, L. A., Cox Mitchell, M., Deppe, J., Gundler, D., Kemp, P LeMoine, S., Long, T., Muhlenhaupt, M., Prelock, P., Schefkind, S., Stayton, V., Ziegler, D. E. (2019). Finding a common lens competencies across professional disciplines providing early intervention. *Infants and Young Children*, 32(4), 280-293

### Cross Disciplinary Competency Areas and Indicators

<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 service providers across disciplines and agencies throughout the service delivery process.</b></p> <ul style="list-style-type: none"> <li>• Uses effective communication skills (listening, speaking, writing) with others.</li> <li>• Shares information and resources with service providers from other disciplines and agencies.</li> <li>• Coordinates the delivery of early childhood intervention services, resources and supports with service providers from other disciplines and agencies.</li> <li>• Collaborates with service providers and agencies to facilitate a team approach to early childhood intervention.</li> </ul>	<p><b>Builds a relationship and partnership with each child’s caregiving family to support their participation in their child’s intervention and learning.</b></p> <ul style="list-style-type: none"> <li>• Supports families in their caregiving role of their child</li> <li>• Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic and socioeconomic backgrounds.</li> <li>• Includes the family in all components of the early childhood intervention service delivery process.</li> <li>• Provides information, guidance, and education to families about child development and their child’s health and safety needs.</li> </ul>	<p><b>Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process.</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> <li>• Uses valid, reliable, nondiscriminatory child focused assessment procedures and instruments to document (a) eligibility for IDEA services; (b) child’s strengths and family strengths and needs; and (c) child and family progress as a result of interventions.</li> <li>• Identifies and includes evidenced based practices on the intervention plan (IEP/IFSP).</li> </ul>	<p><b>Follows all IDEA and professional discipline policies, advocacy guidelines, ethics codes, and practice standards for early childhood intervention.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates ethical decision making and professional behavior.</li> <li>• Demonstrates knowledge of one’s own discipline-specific practice standards and guidelines.</li> <li>• Demonstrates awareness of other discipline’s practice standards and guidelines for early childhood intervention</li> <li>• Learns from, with, and about all team members within an interprofessional collaborative practice framework.</li> </ul>

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<ul style="list-style-type: none"> <li>• Collaborates with the family, service providers, and agencies to develop, implement, monitor and revise (when necessary), an Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP), intervention, or learning plan.</li> <li>• Collaborates with service providers and agencies to identify roles and responsibilities when delivering intervention.</li> <li>• Demonstrates negotiation skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family.</li> <li>• Facilitates transitions from the Part C or 619 programs to another program with the family and service providers</li> </ul>	<ul style="list-style-type: none"> <li>• Provides information, guidance, and education to families about regulations, policies, and procedures for eligibility intervention and transitions under IDEA and other early childhood programs.</li> <li>• Provides information, guidance, and education to families about early childhood intervention and inclusive service delivery.</li> <li>• Collaborates with the family to identify the family’s strengths, needs, concerns, priorities.</li> <li>• Refers families to resources and services to help them meet the needs of their child, their family, and themselves.</li> <li>• Provides information to the family about parental rights and safeguards and how to</li> </ul>	<ul style="list-style-type: none"> <li>• Uses evidenced based practices during interventions with a child, family and/or other caregivers/teachers.</li> <li>• Incorporates evidenced based practices across learning opportunities (activities and routines) within the child’s home, community, and classroom.</li> <li>• Implements evidence-based assessment and intervention practices, which includes the collection of data to make decisions and document child and family progress.</li> <li>• Uses evidence-based accommodations, modifications, and adaptations to enable a child to participate and learn in inclusive school, community, and home environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses self-reflection and professional development to stay current in evidenced based disciplinary and interdisciplinary practices.</li> <li>• Uses collaborative consultation practices when working with service providers and families.</li> <li>• Mentors, teaches and provides performance feedback and reflective supervision to other service providers.</li> <li>• Demonstrates disciplinary and interdisciplinary leadership skills during service delivery, program administration, and systems level work.</li> <li>• Advocates at the local, state and national levels for high quality, timely, and effective early childhood intervention</li> </ul>

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from different disciplines and agencies.	advocate for themselves, their family, and their child.	<ul style="list-style-type: none"> <li>Systematically collects and uses data to monitor child and family progress to revise intervention plans as necessary and document intervention effectiveness.</li> </ul>	services to improve outcomes for children and families.