Cross Disciplinary Competencies
Purpose With Passion

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Who is on the Panel?

• Early Childhood Special Education
  Mary Beth Bruder
  Peggy Kemp

• Family Member
  Darla Gundler

• Physical Therapy
  Toby Long

• Speech and Language Pathology
  Christy Kavulic
Vision for Early Childhood Workforce

• An early childhood workforce that has the competencies to deliver high-quality services and inclusive programs to improve outcomes for young children with disabilities and their families
Vision for Early Childhood Workforce

• Focus on the whole child knowing that development happens across domains
• Focus on development within the context of the family
• Collaboratively design and deliver evidence-based interventions in natural environments and inclusive early childhood settings
Part D of the Individuals with Disabilities Education Act

• The purposes of the Personnel Development to Improve Services and Results for Children with Disabilities are to:

• (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, with disabilities; and

• (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.
Personnel Preparation Programs

• Annually, OSEP awards approximately 2.5 million in new grants for early childhood personnel preparation:
  • Prepare practitioner-level personnel at the master’s, educational specialist, or clinical doctoral degree level in special education, early intervention, or related services within an interdisciplinary approach

Database of Discretionary Grants: https://publicdddb.osepideasthatwork.org
Personnel Preparation Programs

• “interdisciplinary preparation” is a requirement for practitioner level preparation
  • preparing scholars from two or more graduate degree programs in either (a) special education or early intervention and one or more related services or (b) two or more related services through shared coursework, group assignments, and coordinated field experiences
Professional Experience

• Interdisciplinary preparation as a master level speech-language pathologist
• Prepared me to work on interdisciplinary teams
• Important for speech-language pathologists to be engaged in interdisciplinary preparation
  • Communication development is a primary concern
  • Shortage of speech-language pathologists
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

Theory of Action
Continuum of Early Childhood Personnel Competence

- All Early Childhood Personnel
  - All Infants and Young Children
  - Infants and Young Children with Various Risk Conditions
  - Infants and Young Children with Developmental Disabilities, and Extreme Challenges
- Early Childhood Personnel with Advanced Training
  - Infants and Young Children with Developmental Disabilities, and Extreme Challenges
- Early Childhood Intervention Personnel with Specialized Training
  - Infants and Young Children with Developmental Disabilities, and Extreme Challenges

ECPC
Early Childhood Personnel Center
QUALIFIED PERSONNEL IDENTIFIED IN IDEA

<table>
<thead>
<tr>
<th>Part C (ages 0-3)</th>
<th>Part B (ages 3-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Special Educators;</td>
<td>• Special Education;</td>
</tr>
<tr>
<td>• Speech-Language Pathologists and Audiologists;</td>
<td>• General Education;</td>
</tr>
<tr>
<td>• Occupational Therapists;</td>
<td>• Related Service Personnel:</td>
</tr>
<tr>
<td>• Physical Therapists;</td>
<td>• Speech-Language Pathologists and Audiologists;</td>
</tr>
<tr>
<td>• Psychologists;</td>
<td>• Occupational Therapists;</td>
</tr>
<tr>
<td>• Social Workers;</td>
<td>• Psychologists;</td>
</tr>
<tr>
<td>• Nurses;</td>
<td>• Physical Therapists;</td>
</tr>
<tr>
<td>• Nutritionists;</td>
<td>• Recreational Therapists;</td>
</tr>
<tr>
<td>• Family Therapists;</td>
<td>• Social Workers;</td>
</tr>
<tr>
<td>• Orientation and Mobility Specialists; and</td>
<td>• Counseling services;</td>
</tr>
<tr>
<td>• Pediatricians and other Physicians;</td>
<td>• Orientation and Mobility Specialists, and</td>
</tr>
<tr>
<td></td>
<td>Pediatricians and other Physicians, except</td>
</tr>
<tr>
<td></td>
<td>that such medical services shall be for</td>
</tr>
<tr>
<td></td>
<td>diagnostic and evaluation purposes only</td>
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</table>
Early Childhood Personnel Center

To provide *Technical Assistance* to facilitate the implementation of *Comprehensive Systems of Personnel Development (CSPD)* for all disciplines serving infants and young children with disabilities and their families.
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Leadership, Coordination & Sustainability
Structures for ongoing support of all personnel development activities

Recruitment and Retention
Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

Evaluation
Plans for evaluating each subcomponent of the CSPD

Inservice Training
Ongoing learning activities to maintain and build the competence of the EC workforce

Preservice Training
Formal program of study at an IHE to prepare for the EC workforce

Personnel Standards
Discipline specific knowledge, skills and competencies for the EC workforce

ECPC
Early Childhood Personnel Center
Cross-Disciplinary Core Competency Identification

- Council for Exceptional Children
- Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC)
- National Association for the Education of Young Children (NAEYC)
- American Occupational Therapy Association (AOTA)
- American Physical Therapy Association (APTA)
- American Speech-Language-Hearing Association (ASHA)
- Zero to Three
### Methodology: Identification of Personnel Competency Sub-Areas

**(April-May 2016)**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Identification</strong></td>
<td>ECPC requested the document(s) containing the most current version of personnel standards from AOTA, APTA, AHSA, DEC, NAEYC and ZTT. Organizations provided between one and ten documents. Upon review, one document was identified as the organization’s personnel standards (i.e., knowledge and skill statements), with two organizations secondary document containing personnel standards. The remaining documents, including position statements, technical reports and overviews of systematic reviews, were identified as supportive documents.</td>
</tr>
<tr>
<td><strong>Categorization of Standards by Competency Area</strong></td>
<td>Two ECPC staff members (1 post doc and 1 research assistant) individually grouped each standard (n=712) into one of the four cross disciplinary personnel competency areas. Upon review, 96% of the items were coded the same between the two staff and remaining 4% of the items (n=27) were categorized by the ECPC Director. Two independent reviewers (early childhood professionals and graduate students in early childhood intervention) then conducted a review to ensure items had been properly assigned to the most relevant interdisciplinary category and identified 37 items (5%) of disagreement with the original coders. The ECPC Director reviewed these items and identified only 20 items (3%) to be re-categorized.</td>
</tr>
</tbody>
</table>
### Methodology (continued)

#### Categorization of Standards by Cross-Disciplinary Competency Areas

<table>
<thead>
<tr>
<th>Organization</th>
<th>Number of Items</th>
<th>Family Centered Practice</th>
<th>Data-based Instruction/Intervention</th>
<th>Collaboration &amp; Coordination</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>712</td>
<td>133</td>
<td>395</td>
<td>88</td>
<td>96</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td>19%</td>
<td>55%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>AOTA</td>
<td>40</td>
<td>1</td>
<td>20</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>APTA</td>
<td>35</td>
<td>7</td>
<td>17</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>ASHA</td>
<td>263</td>
<td>35</td>
<td>167</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>DEC</td>
<td>80</td>
<td>10</td>
<td>53</td>
<td>9</td>
<td>8</td>
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<tr>
<td>NAEYC</td>
<td>24</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>ZTT</td>
<td>270</td>
<td>77</td>
<td>123</td>
<td>36</td>
<td>34</td>
</tr>
</tbody>
</table>
### Methodology (continued)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Personnel Competency Sub-Areas</td>
<td>The two ECPC staff members used a process of thematic analysis to group individual personnel standard items from each of four multi-disciplinary competency areas. All subcomponent titles were developed solely on the basis of the information in the personnel standard items. 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.</td>
</tr>
</tbody>
</table>
Family Centered Practice
(number of organizations)

- Parent Partnership, Advocacy & Help-Giving (5)
- Parent Education in Child Development & Interventions (5)
- Family Involvement in Assessment (5)
- Cultural, Linguistic and Socioeconomic Competency (4)
- Family Systems Theory (4)
- Laws & Policies (3)
- Supporting Home Language Development (2)
- Stress, Trauma, & Safety (2)
- Parent/Caregiver Social Emotional/Attachment (2)
- Communicating with Families (2)
- Nutrition (1)
**Example: Family Centered Practice**

**Family Involvement in Assessment**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Personnel Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTA</td>
<td>Evaluate family strengths, resources, concerns, and priorities: a) conduct family interview; b) select and administer supplemental family surveys</td>
</tr>
<tr>
<td>ASHA</td>
<td>Skills (ability): to interview families in family friendly, culturally competent manner to obtain background history</td>
</tr>
<tr>
<td>DEC</td>
<td>Integrate family priorities and concerns in the assessment process</td>
</tr>
<tr>
<td>NAEYC</td>
<td>Knowing about assessment partnerships with families and with professional colleagues</td>
</tr>
<tr>
<td>ZTT</td>
<td>Assesses family strengths and risk factors and connects the family to appropriate resources to both enhance the family’s ability to build on their strengths and protect children and family members from risks</td>
</tr>
</tbody>
</table>
Core Competencies across Disciplines

- Family Centered Care
- Coordination & Collaboration
- Intervention Instruction as Informed by Evidence
- Professionalism
Family-Centered Practice

The delivery of culturally competent and family-responsive early childhood intervention that respects and facilitates a family’s active partnership and participation in the assessment, planning, implementation, and monitoring of the interventions delivered to their child and themselves.
Evidence-Based Intervention

The use of scientifically based evidence to inform all screening, assessment, intervention, and evaluation practices implemented with a child and family, and the collection of reliable data to document, monitor, and make decisions about the effectiveness of the intervention practices used with each individual child and family.
Coordination & Collaboration

The alignment of early childhood services, interventions, and community resources to support a collaborative, cross-disciplinary, and cross-agency service delivery process for infants and young children with disabilities and their families.
Professionalism

The application of ECI and discipline-specific laws, policies, ethical standards, and practice guidelines by service providers who take responsibility for continued learning through self-reflection and professional development, which they share with others through teaching, mentoring, and coaching, and the demonstration of advocacy and leadership skills at the local, state, and national levels.
Overview of Competency Area Indicators

<table>
<thead>
<tr>
<th>Coordination &amp; Collaboration</th>
<th>Family-Centered Practices</th>
<th>Evidence-Based Intervention</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coordinates and collaborates with the family and service providers across disciplines and agencies throughout the service delivery process</td>
<td>• Builds a relationship and a partnership with each child’s caregiving family to support their participation in their child’s intervention and learning</td>
<td>• Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process</td>
<td>• Follows all IDEA and professional discipline policies, advocacy guidelines, ethics codes, and practice standards for early childhood intervention</td>
</tr>
<tr>
<td>• Uses effective communication skills (listening, speaking, writing) with others</td>
<td>• Supports families in their caregiving role of their child</td>
<td>• Uses valid, reliable, nondiscriminatory child-focused assessment procedures and instruments to document (a) Eligibility for IDEA services; (b) child and family strengths and needs; and (c) child and family progress as a result of interventions</td>
<td>• Demonstrates ethical decision making and professional behavior</td>
</tr>
<tr>
<td>• Shares information and resources with service providers and agencies</td>
<td>• Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic, and socioeconomic backgrounds</td>
<td>• Identifies and includes evidence-based practices on the intervention plan (IEP/IFSP)</td>
<td>• Demonstrates knowledge of one’s own discipline-specific practice standards and guidelines</td>
</tr>
<tr>
<td>• Coordinates the delivery of early childhood intervention services, resources, and supports with service providers and agencies</td>
<td>• Includes the family in all components of the early childhood intervention service delivery process</td>
<td>• Uses evidence-based practices during interventions with a child, family, and/or other caregivers/teachers</td>
<td>• Demonstrates awareness of other discipline’s practice standards and guidelines for early childhood intervention</td>
</tr>
<tr>
<td>• Collaborates with service providers and agencies to facilitate a team approach to early childhood intervention</td>
<td>• Provides information, guidance, and education to families about child development and their child’s health and safety needs</td>
<td></td>
<td>• Learns from, with, and about all team members within an interprofessional collaborative practice framework</td>
</tr>
<tr>
<td></td>
<td>• Provides information, guidance, and education to families about regulations, policies, and procedures for eligibility, intervention, and transitions under IDEA and other early childhood programs</td>
<td></td>
<td>• Uses self-reflection and professional development to stay current in evidence-based disciplinary and interdisciplinary practices</td>
</tr>
</tbody>
</table>
# Overview of Competency Area Indicators (continued)

<table>
<thead>
<tr>
<th>Coordination &amp; Collaboration</th>
<th>Family-Centered Practices</th>
<th>Evidence-Based Intervention</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaborates with the family, service providers, and agencies to develop, implement, and monitor an Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP), or an intervention or learning plan</td>
<td>• Provides information, guidance, and education to families about early childhood intervention and inclusive service delivery models</td>
<td>• Incorporates evidence-based practices across learning opportunities (activities and routines) within the child’s home, community, and classroom</td>
<td>• Uses collaborative consultation practices when working with service providers and families</td>
</tr>
<tr>
<td>• Collaborates with service providers and agencies to identify roles and responsibilities when delivering intervention</td>
<td>• Collaborates with the family to identify the family’s strengths, need, concerns, and priorities</td>
<td>• Implements evidence-based assessment and intervention practices, which includes the collection of data to make decisions and document child and family progress</td>
<td>• Mentors, teaches, and provides performance feedback and reflective supervision to other service providers</td>
</tr>
<tr>
<td>• Demonstrates negotiation and leadership skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family</td>
<td>• Prepares the family to participate and contribute to the development, implementation, and evaluation of their child’s IFSP or IEP, including transition options</td>
<td>• Uses evidence-based accommodations, modifications, and adaptations to enable a child to participate and learn in inclusive school and community environments</td>
<td>• Demonstrates disciplinary and interdisciplinary leadership skills at the service delivery, program administration, and systems level of early childhood intervention.</td>
</tr>
<tr>
<td>• Facilitates transitions from the Part C or 619 programs to another program with the family and service providers from different disciplines and agencies</td>
<td>• Refers families to resources and services to help them meet the needs of their child, their family, and themselves</td>
<td>• Systematically collects and uses data to monitor child and family progress to revise intervention plans as necessary and document intervention effectiveness</td>
<td>• Advocates at the local, state, and national levels for high-quality, timely, and effective early childhood intervention services to improve outcomes for children and families</td>
</tr>
</tbody>
</table>
Professional Experience

• Prepared as a special education teacher with a psychology major

• On the job training on interdisciplinary teams

• Graduate training in interdisciplinary ECI as a special educator
New Initiatives That Will Impact Standards

Power to the Profession:
Defining The Profession

DEC Standards:
Defining Our Specialization
The CEC Board of Directors has charged DEC with exploring the value and necessity of developing Professional Early Childhood Special Education (ECSE) Standards, Birth through 8 years, in accordance with CAEP standards development guidelines.
DEC Standards Development: Task Force

- 15 Member Task Force
- Support and resources from DEC, CEC, ECPC
- Approximate two year timeframe to develop standards, components, supporting explanations, rubrics, and assessments
- Target approval date for standards – Summer 2020
Core Competencies across Disciplines

1. Family Centered Care
2. Coordination & Collaboration
3. Intervention Instruction as Informed by Evidence
4. Professionalism
Draft Standard 2: Partnering with Families

Candidates use their knowledge of family systems to develop reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions. They employ adult learning strategies and engage families in opportunities that build on existing strengths and foster family competence and confidence and support children’s development and learning.

Candidates apply their knowledge of family-centered practices, family systems, and the changing needs and priorities in family life to develop trusting, respectful, culturally responsive and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.

Candidates communicate clear, comprehensive, objective information in order to prepare families to make informed decisions about necessary resources and supports, and to advocate for access and equity in natural, inclusive environments.

Candidates employ adult learning strategies to engage families in identifying their strengths, priorities, and concerns; to foster opportunities to achieve the goals they have for their family and their child’s development and learning; and to support their competence and confidence during assessment, individualized planning, intervention and instruction, and transition processes.
Draft Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Candidates plan and implement intentional, systematic, evidence-based responsive interactions, interventions, and instruction to support all children’s learning and development across developmental and content domains in partnership with families and other professionals. They intentionally promote children’s social-emotional competence, communication, and play. Candidates facilitate equitable access and participation for all children within natural environments and inclusive settings through culturally responsive and affirming practices and relationships. Candidates use data-based decision making to plan for and continually adapt and improve interactions, interventions, and instruction to ensure fidelity of implementation.

1. Candidates identify systematic, responsive, and intentional evidence-based practices with fidelity when interacting with children and families.

2. Candidates employ adult-learning strategies as they engage in reciprocal partnerships with families, caregivers, and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.

3. Candidates plan and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction that is adapted to meet the needs of all children and families.

4. Candidates promote children’s social emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

5. Candidates identify and create multiple opportunities for children to develop play skills and engage in meaningful play experiences independently and with others across contexts.

6. Candidates use responsive interactions, interventions, and instruction with sufficient intensity and support across activities, routines, and environments to promote child and family access, participation, and engagement in natural environments and inclusive settings.

7. Candidates plan for and continually modify and improve approaches to interaction, intervention, and instruction based on multiple sources of data across a range of natural and inclusive settings.
Draft Standard 3: Collaboration and Teaming

Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally-and linguistically-responsive practices. In partnership with families and other professionals, candidates plan and implement transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

1. Candidates apply teaming models, skills, and processes including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines and roles; and community partners and agencies.

2. Candidates use a variety of collaborative strategies when working with other adults that are appropriate to the task and take into considerations the environment and service delivery approach.

3. Candidates partner with family members and other professionals to facilitate individualized plans and the multiple transitions that occur across the age span (birth through age 8).
All Sectors, All Settings
Generalize First, Then Specialize to complement and add onto the generalist foundation

*Encourage accelerated pathways to specializations, such as blended programs.*
How do the EC and EI/ECSE Standards support one another?

- Power to the Profession
- ECE Standards
- Shared work across Associations
- Equity “at the table”
- Enhanced Partnership
- Blended Programs
ECPC Cross Disciplinary Personnel Competencies:
AOTA, APTA, ASHA, CEC, DEC, NAEYC & ZTT

- Family Centered Practice
- Intervention & Instruction Informed by Evidence
- Coordination & Collaboration
- Professionalism
Competency Areas

**FCC:** Culturally competent practice in natural settings that involves and actively engages the family in decision-making and the provision of services.

**EBP:** Use scientifically based evidence to inform all screening, assessment, evaluation, intervention delivered to child and family. Includes information collection, designing, and implementing IEP or IFSP that is evidence-based and focused on meeting a child’s and family’s needs.

**C-C:** Refers to working across professionals from other disciplines and community organizations in every facet of intervention/instruction with a child and family.

**Professionalism:** Requires all providers to have knowledge and skills in the laws, policies, practices that govern their professional discipline; demonstrate professional ethics and advocacy; and take responsibility for professional development and self-reflection.
Accreditation Standards

CAPTE: Commission on Accreditation in Physical Therapy Education

ACOTE: Accreditation Council for Occupational Therapy Education

CAA: Council on Academic Accreditation in Audiology and Speech-Language Pathology
Entry-level student learning outcomes – common to all

- Professionalism: Including ethical/moral reasoning
- Evidence-based decision-making
- Patient/client-management across the lifespan –
  - Coordination and collaboration
  - Patient/client/family-centered care
- Inter-professional education & collaboration
Occupational Therapy

• Focused on engagement in occupations (life skills)
  • lead to participation in desired life situations (AOTA, 2008)

• Outcomes: Individuals
  • engaged in activities in
  • context within
  • naturally occurring environment

• Supports client/family-centered collaboration during entire service delivery process

• 2007 survey of Academic Program Directors
  • 90% of programs include coursework on IDEA and FCC
  • 87-92% of programs offered Level I or Level II fieldwork opportunities in early intervention

Speech-Language Pathology

- Understand typical development across domains 0-3
- Describe developmental delays/disorders in young children
- Explain impact of communication delays and disorders in speech, language, hearing, emergent literacy, and swallowing/feeding, on development
- Identify the genetic, biological and environmental risk factors associated with communication disorders
- Possess theoretical & evidence base for eliciting communication
- Have skills that support family interactions considering cultural beliefs, values and priorities for their child
- Have knowledge of ECI federal & state laws & policies

Physical Therapy

Essential Competencies in Entry-Level Pediatric Physical Therapy Education (Rapport et al, 2014)

• Human development
• Age-appropriate patient/client management
• Family-centered care for all patient/client and family interactions
• Health promotion and safety
• Legislation, policy, and systems
What does it look like?
Touro University School of Physical Therapy

Year 1
- Professional Practice I
- Evidence-Based Practice & Communication
- Lifespan Development

Year 2
- Culture of Disability
- Pediatric Conditions & Management

Year 3
- Professional Practice II & III
- Advanced Pediatrics Seminar
GU Certificate in Early Intervention

• **GU Certificate in Early Intervention** prepares early intervention providers to use evidenced-based early intervention strategies and supports.

• Coursework offered over a 10 month period is designed to promote comprehensive, evidence-based, family-centered, culturally and linguistically competent, interdisciplinary services and supports for vulnerable children and their families.

• A hybrid format allows students throughout the country as well as international students to participate.
## Scholar Competencies

### Evaluation & Assessment in EI

<table>
<thead>
<tr>
<th>Family Centered Practice</th>
<th>Data-based Intervention</th>
<th>OT</th>
<th>PT</th>
<th>SLP</th>
</tr>
</thead>
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<tr>
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</table>

**Competency Area**

<table>
<thead>
<tr>
<th>Scholar Competencies</th>
<th>ECPC Interdisciplinary Competencies</th>
<th>Disciplinary Competencies</th>
<th>DEC Recommended Practices</th>
<th>Key principles: EI in the NE</th>
<th>Focused Instruction Individualized Intervention</th>
<th>Result in Improved Outcomes</th>
<th>Support Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECPC</td>
<td></td>
<td>DEC</td>
<td>Recommended Practices</td>
<td>Key principles: EI in the NE</td>
<td>Focused Instruction Individualized Intervention</td>
<td>Result in Improved Outcomes</td>
</tr>
</tbody>
</table>

**Scholars will:**

- Gather developmental, family, and other information from various sources to identify strengths and needs of children and families.
- Demonstrate knowledge of basic test psychometric properties.
- Administer and interpret standardized and non-standardized tests and measures used in ECI.
- Interpret and synthesize all evaluation and assessment findings identifying strengths and needs.
- Gather information to monitor and determine change over time.

2. All families, with the necessary supports and resources, can enhance their children’s learning and development.
| Family Centered Practice | | | 3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children’s lives. |
| | | | 6. The family’s priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support. |

| Context and Environment | | | 1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts. |
| | | | 2. All families, with the necessary supports and resources, can enhance their children’s learning and development |
| | | | 3. X |
| | | | 4. X |

| Family Scholars will: | a) Demonstrate knowledge of family centered care and its value | b) Demonstrate knowledge of cultural and linguistic competence and its application to early childhood intervention |
| | c) Conduct and interpret a routines based interview and Eco map to gather family concerns, resources and priorities |
| | d) Communicate effectively with families for planning and intervention |
| | e) Actively support families to participate in the IFSP/IEP process by sharing information |

| Context and Environment Scholars will: | a) Demonstrate knowledge of disability frameworks, characteristics and trajectory of disability |
| | b) Demonstrate knowledge of local, state and federal applications and function of IDEA Part C and Part B |
| | c) Demonstrate knowledge of and identify the benefits of providing services in the natural environment within naturally occurring learning opportunities |
| | d) Demonstrate knowledge about how young children learn |
What does this mean for families?

- Family Centered Practices
- Coordination & Collaboration
- Evidence Based Intervention
- Professionalism

Family Centered Practices

Early Childhood Personnel Center
Families want to know:

Why

What

How
FAMILY CENTERED PRACTICES

Develops a partnership with each child’s caregiving family to support their advocacy and engage them in participating in their child’s learning

• Includes the family in all components of the early childhood intervention service delivery process
• Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic and socioeconomic backgrounds
• Provides information to families about early childhood intervention policies, regulations and procedures
• Supports families in their caregiving role with their child
• Collaborates with the family to identify the family’s strengths, risk factors, concerns, priorities and preferences for their child’s learning plan.
• Collaborates with the family on the development all aspects of an IFSP or IEP
• Refers families to resources and services to help them meet the needs of their child, their family and themselves
COORDINATION & COLLABORATION

Coordinates and collaborates with the family and service providers from different disciplines and agencies throughout the service delivery process

- Uses effective communication skills (listening, speaking, writing) with others
- Shares information and resources across service providers from other disciplines and agencies
- Coordinates the delivery of early childhood intervention services, resources and supports with service providers from other disciplines and agencies
- Demonstrates leadership at meetings with service providers from different disciplines and agencies to develop and implement a team approach to service delivery
- Collaborates with the family and service providers from different disciplines and agencies to develop, implement, monitor and revise (when necessary), an Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP) or other intervention or learning plan
- Collaborates with service providers from different disciplines and agencies to identify and assign individual roles and responsibilities for the coordination, implementation and evaluation of a child and family learning plan
- Negotiates with service providers from different disciplines and agencies who have differing viewpoints and opinions to problem solve and take actions to benefit the child and family
- Facilitates transitions from the Part C or 619 programs to another program with the family and service providers from different disciplines and agencies
**Evidence Based Intervention**

Implements evidence-based assessment and intervention practices which includes the collection of data to document child and family progress

- Implements evidence-based assessment and intervention practices which includes the collection of data to document **child and family progress**
- Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process
- Uses valid, reliable, nondiscriminatory child focused assessment procedures and instruments to
  - document child needs and eligibility for IDEA services
  - document a child’s strengths and needs for intervention program planning
  - develop a service delivery/intervention/therapy plan
  - document child and family progress and outcomes
- Identifies and includes evidenced based practices on the intervention plan (IEP/IFSP)
- Uses **evidenced based practices** during interventions with a child, family and/or other caregivers/teachers
- Designs and implement accommodations, modifications and adaptations of developmentally appropriate curriculum to meet the learning needs of children and families.
- Incorporates evidenced based practices across routines and activities within the home, community and classroom.
- Collects and uses data to:
  - monitor child and family progress;
  - revise intervention and therapy plan if needed
  - document intervention effectiveness
- Uses evidence-based practices across and within different service delivery models (e.g. home, child care, classroom, clinic)
PROFESSIONALISM

Follows all IDEA implied and discipline specific policies, advocacy guidelines, ethics codes and practice standards for early childhood intervention

• Demonstrates **ethical decision making** and **professional behavior**
• Demonstrates **knowledge of one’s own discipline’s practice standards and guidelines**
• Demonstrates **awareness of other discipline’s practice standards and guidelines** for early childhood intervention
• **Uses self-reflection** and professional development to stay current in evidenced based disciplinary and interdisciplinary practice
• Learns from, with, and about all team members within an interprofessional collaborative practice framework
• Mentors, teaches and provides reflective supervision to other service providers in early childhood intervention
• **Advocates** at the local, state and national level for high quality, timely, and effective early childhood intervention services to **improve outcomes for children and families**.
• Demonstrates disciplinary and interdisciplinary leadership skills in the field of early childhood intervention.
When everyone works together we all win.
COMMUNICATION IS KEY

Don’t just tell me. SHOW ME

Tone of your voice
Facial expressions
Movement
Eye contact
Gestures
Posture

Don’t just tell me what to do but write it down
Working hard for something we don't care about is called stress. Working hard for something we love is called passion.