The Early Childhood Personnel Center: Building Comprehensive Systems of Personnel Development

Cross-Disciplinary Work-Group Meeting
July 28, 2020
AGENDA

9:00 AM  Onboarding new members

9:30 AM  Welcome and Introductions

9:45 AM  Updates from Partners
          Update on ECPC activities, products and WEBSITE

10:45 AM Review of the 4 revised case studies
          Reflection questions
          Users Guide
          Identification of additional materials to illustrate
          the Cross Disciplinary Competencies
          Discussion of a dissemination plan

12:00 PM Next Steps and Adjourn
Working hard for something we don't care about is called stress. Working hard for something we love is called passion.
If we want improved outcomes for infants and young children with disabilities and their families......

Theory of Action
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.
### QUALIFIED PERSONNEL IDENTIFIED IN IDEA

#### Part C (ages 0-3)
- Special Educators;
- Speech-Language Pathologists and Audiologists;
- Occupational Therapists;
- Physical Therapists;
- Psychologists;
- Social Workers;
- Nurses;
- Nutritionists;
- Family Therapists;
- Orientation and Mobility Specialists; and
- Pediatricians and other Physicians;

#### Part B (ages 3-5)
- Special Education;
- General Education;
- Related Service Personnel:
  - Speech-Language Pathologists and Audiologists;
  - Occupational Therapists;
  - Psychologists;
  - Physical Therapists;
  - Recreational Therapists;
  - Social Workers;
  - Counseling services;
  - Orientation and Mobility Specialists, and
  - Pediatricians and other Physicians, except that such medical services shall be for diagnostic and evaluation purposes only
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

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

Evaluation
Plans for evaluating each subcomponent of the CSPD

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

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

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

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

Early Childhood Personnel Center
www.ecppta.org
A Comprehensive System of Personal Development is a necessary and integral quality indicator of an early childhood service system AND the early childhood workforce who serve infants, toddlers and preschool children with disabilities and their families.
## Comprehensive System of Personnel Development

| Leadership, Coordination, & Sustainability | Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.  
Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD. |
| State Personnel Standards | Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.  
Quality Indicator 4: The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines. |
| Pre-service Personnel Development | Quality Indicator 5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.  
Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy. |
| In-service Personnel Development | Quality Indicator 7: A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines  
Quality Indicator 8: A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines |
| Recruitment and Retention | Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.  
Quality Indicator 10: Comprehensive recruitment and retention strategies are being implemented across disciplines. |
| Evaluation of the System | Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents  
Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources |
Identify and Develop Knowledge

Develop or Identify Materials, Resources and Tools for the Early Childhood Workforce

Provide TA to Specific Populations and State Early Childhood Systems
To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

**Universal TA for All**
- Web Site
- Materials, Resources and Tools

**Targeted TA to Build Leadership to Specific Populations**
- State IDEA Part C and 619, and EC Staff
- IHE Faculty, Students, and State PD Providers

**Intensive TA for State CSPD Development and Implementation**
- Reboot in Previous States
- Develop and Implement in New States
Relationship Among Phases of TA Development

**Universal:**
Dissemination of Resources, Materials & Tools via Website, and other Modes

**Targeted:**
IHE Faculty, Doctoral Students & PD Providers
Part C/Part B 619, EC administrators, and Families

**Intensive:**
State EC Systems

**Knowledge Development & Advancement**
Identify or Develop:
- Research Reviews & Syntheses
- Database on Personnel Standards
- Discipline and Cross-disciplinary Standards
- Targeted Needs Assessments
- Think Tanks
- Workgroups
- Assessment of CSPD Framework
- Social Validation of Findings

**Universal:**
Self Assessment of CSPD Framework
TA Readiness Tool
TA Fidelity Tool
Practice Guides & Checklists
Interactive Web Tools
EB Articles, Briefs
Video Library
Presentations, Webinars & Workshops
Innovation Configurations
Enhancement Modules
Self Assessment of CSPD Framework
Social Validation of Products

**Targeted:**
Dissemination of Resources, Materials & Tools via Website, and other Modes

**Intensive:**
State EC Systems

**Technical Assistance**
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

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ECPC
Early Childhood Personnel Center
www.ecpcta.org
Personnel Standards

Licensing, and certification of personnel who provide services to infants and young children with disabilities and their families.
Cross Disciplinary Initiative

To develop core competencies and indicators for all disciplines providing services to infants and young children eligible for IDEA, across settings.
Cross Disciplinary Work Group

- Council for Exceptional Children (CEC)
- 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

• Establish Stakeholder Group

• Draft Core Areas & Sub-areas

• Review Preliminary Areas & Sub-areas

• Identify Personnel Standards and Practice Documents Across Disciplines

• Align and Categorize into Competency Areas

• Define Personnel Competency Areas

• Final Review and Revision of the Four Areas into Observable and Measurable Competencies
Competencies are more detailed descriptions of what one knows and can do: the skills professionals and practitioners need to demonstrate to be effective.

Cross Disciplinary Early Childhood Personnel Competency Areas and Sub-Areas

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Family Centered Practice

- Develops a partnership with each child’s caregiving family to support their participation in their child’s intervention and learning
- Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic and socioeconomic backgrounds
- Supports families in their caregiving role
- Includes the family in all components of the early childhood intervention service delivery process
- Provides information, guidance and education to families about a) child development and their child’s health and safety needs
- Provides information, guidance and education to families about regulations, policies, and procedures for eligibility, intervention, and transitions under IDEA and other early childhood programs
- Provides information, guidance and education to families about early childhood intervention and inclusive service delivery models
- Together with the family, identifies the family’s strengths, need, concerns and priorities
- Prepares the family to participate and contribute to the development, implementation and evaluation of their child’s IFSP or IEP, including transition options
- Refers families to resources and services to help them meet the needs of their child, their family and themselves
- Provides information to the family about parental rights and safeguards and how to advocate for themselves, their family and their child
Coordination and Collaboration

➢ Uses effective communication skills (listening, information and resources with service agencies speaking, writing)

➢ Shares Demonstrates leadership at meetings with service providers and agencies to facilitate a team approach to early childhood intervention

➢ Demonstrates negotiation skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family

➢ 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), or an intervention or learning plan

➢ Collaborates with service providers and agencies to identify roles and responsibilities when delivering during intervention

➢ Coordinates the delivery of early childhood intervention services, resources and supports with service providers and agencies

➢ Facilitates transitions from the Part C or 619 programs to another program with the family and service providers from different disciplines and agencies
Evidenced Based Intervention

- Implements evidence-based assessment and intervention practices which includes the collection of data to make decisions and 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 a) eligibility for IDEA services b) child and family strengths and needs and c) child and family progress as a result of interventions
- 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
- Incorporates evidenced based practices across learning opportunities (activities and routines) within the child’s home, community and classroom
- Uses evidenced based accommodations, modifications and adaptations to enable a child to participate and learn in inclusive school and community environments
- Systematically collects and uses data to monitor child and family progress to revise intervention plans as necessary and document intervention effectiveness
Follows all IDEA and professional discipline 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 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 in evidenced based disciplinary and interdisciplinary practices

Learns from, with, and about all team members within an interprofessional collaborative practice framework

Uses collaborative consultation practices when working with service providers and families

Mentors, teaches and provides performance feedback and reflective supervision to other service providers

Demonstrates disciplinary and interdisciplinary leadership skills in the field of 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.
A Tour of the Website!

Building a Comprehensive System of Personnel Development (CSPD)
For State Systems Serving Infants and Young Children with Disabilities and Their Families

https://ecpcta.org/
Materials Developed So Far....

• 2 articles
• Review of 4 case studies
• Review new guide to the case studies
• AND........................?
Roll Up The Sleeves Time!

What other cross-disciplinary materials, tools or resources would help the field:

Preservice?
Inservice/PD?
Other?

What ideas do you have to disseminate cross-disciplinary competencies?