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Table 1
Cross-Disciplinary Competency Areas and Indicators

Coordination and Collaboration	Family-Centered Practice	Evidence-Based Intervention	Professionalism
Coordinates and collaborates with the family and service providers across disciplines and agencies throughout the service delivery process.	Builds a relationship and a partnership with each child's caregiving family to support their participation in their child's intervention and learning.	Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process.	Follows all IDEA and professional discipline policies, advocacy guidelines, ethics codes and practice standards for early childhood intervention.
Uses effective communication skills (listening, speaking, writing) with others.	Supports families in their caregiving role of their child.	Use valid, 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.	Demonstrates ethical decision making and professional behavior.
Shares information and resources with service providers and agencies.3.4 Uses evidence-based practices during interventions with a child, family and/or other caregivers and teachers.	Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic and socioeconomic backgrounds.	Identifies and includes evidence-based practices on the intervention plan (IEP/IFSP).	Demonstrates knowledge of one's own discipline-specific practice standards and guidelines.

Coordination and Collaboration	Family-Centered Practice	Evidence-Based Intervention	Professionalism
Coordinates the delivery of early childhood intervention services, resources, and supports with service providers and agencies.	Includes the family in all components of the early childhood intervention service delivery process.	Uses evidence-based practices during interventions with a child, family and/or other caregivers and teachers.	Demonstrates awareness of other discipline's practice standards and guidelines for early childhood intervention.
Collaborates with service providers and agencies to facilitate a team approach to early childhood intervention.	Provides information, guidance and education to families about child development and their child's health and safety needs.	Incorporates evidence-based practices across learning opportunities (activities and routines) within the child's home, community and classroom.	Learns from, with, and about all team members within an interprofessional collaborative practice framework.
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.	Provides information, guidance and education to families about regulations, policies, and procedures for eligibility, intervention, and transition under IDEA and other early childhood programs.	Incorporates evidence-based practices across learning opportunities (activities and routines) within the child's home, community and classroom.	Uses self-reflection and professional development to stay in evidenced based disciplinary and interdisciplinary practices.
Provides information, guidance and education to families about early childhood intervention and inclusive service delivery models.	Provides information, guidance and education to families about early childhood intervention and inclusive service delivery models.	Uses evidence-based accommodations, modifications and adaptations to enable a child to participate and learn in inclusive school and community environments.	Uses collaborative consultation practices when working with service providers and families.
Demonstrates negotiation and leadership skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family.	Collaborates with the family to identify the family's strengths, needs, concerns, and priorities.	Systematically collects and uses data to monitor child and family progress to revise intervention plans as necessary and document intervention effectiveness.	Mentors, teaches and provides performance feedback and reflective supervision to other service providers.

Coordination and Collaboration	Family-Centered Practice	Evidence-Based Intervention	Professionalism
Facilitates transitions from the Part C or 619 programs to another program with the family and service providers from different disciplines and agencies.	Refers families to resources and services to help them meet the needs of their child, their family, and themselves.		Demonstrates disciplinary and interdisciplinary leadership skills at the service delivery, program administration, and systems level of early childhood intervention.
	Provides information to the family about parental rights and safeguards and how to advocate for themselves, their family, and their child.		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.

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