

# **SPECIAL INSTRUCTION IN EARLY INTERVENTION**

**New Research & the New DEC Position Statement**

# DEC EARLY INTERVENTION SPECIAL INTEREST GROUP (EI-SIG)



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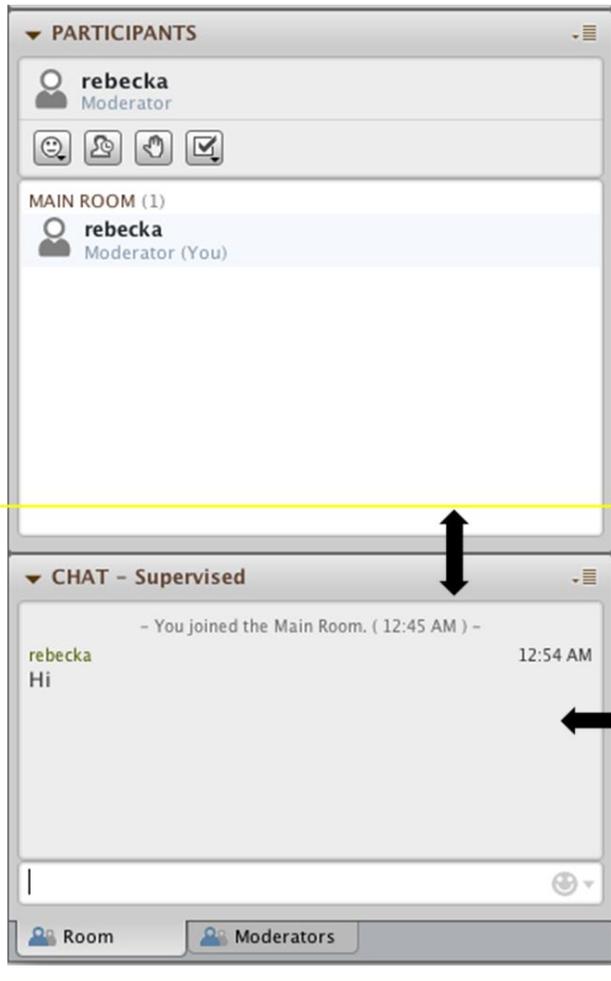
Brainstorm how  
states might use this  
info!

Review the new  
DEC position  
statement

Review recent research  
from the Early  
Childhood Personnel  
Center (ECPC)

**WHERE ARE WE GOING TODAY?**

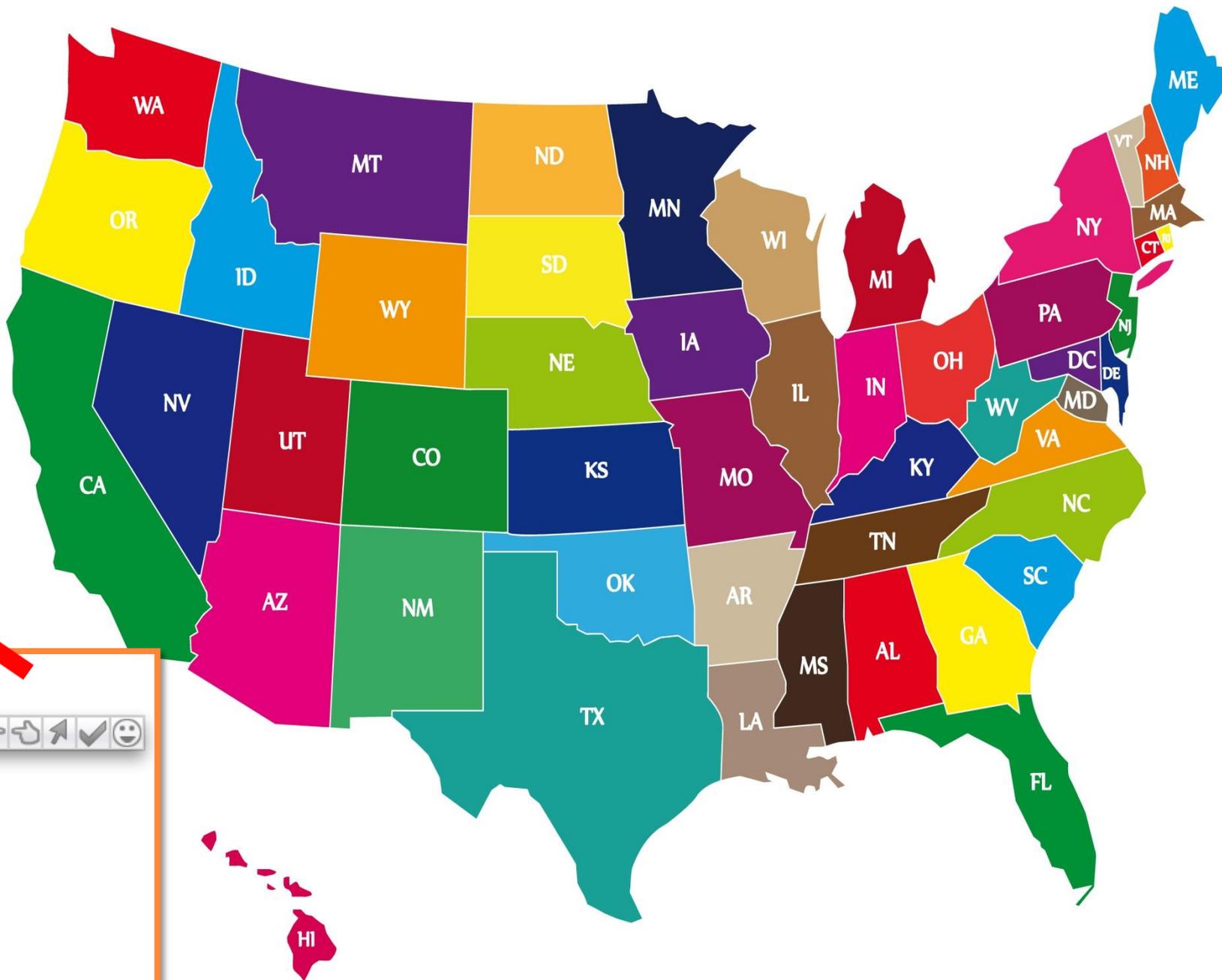
# FEEL FREE TO CHAT TODAY!



Rollover the top or right side border to resize the chat box.

What is your role  
in early  
intervention?





# What Do We Know about Special Instruction in the US?



[www.ecpcta.org](http://www.ecpcta.org)



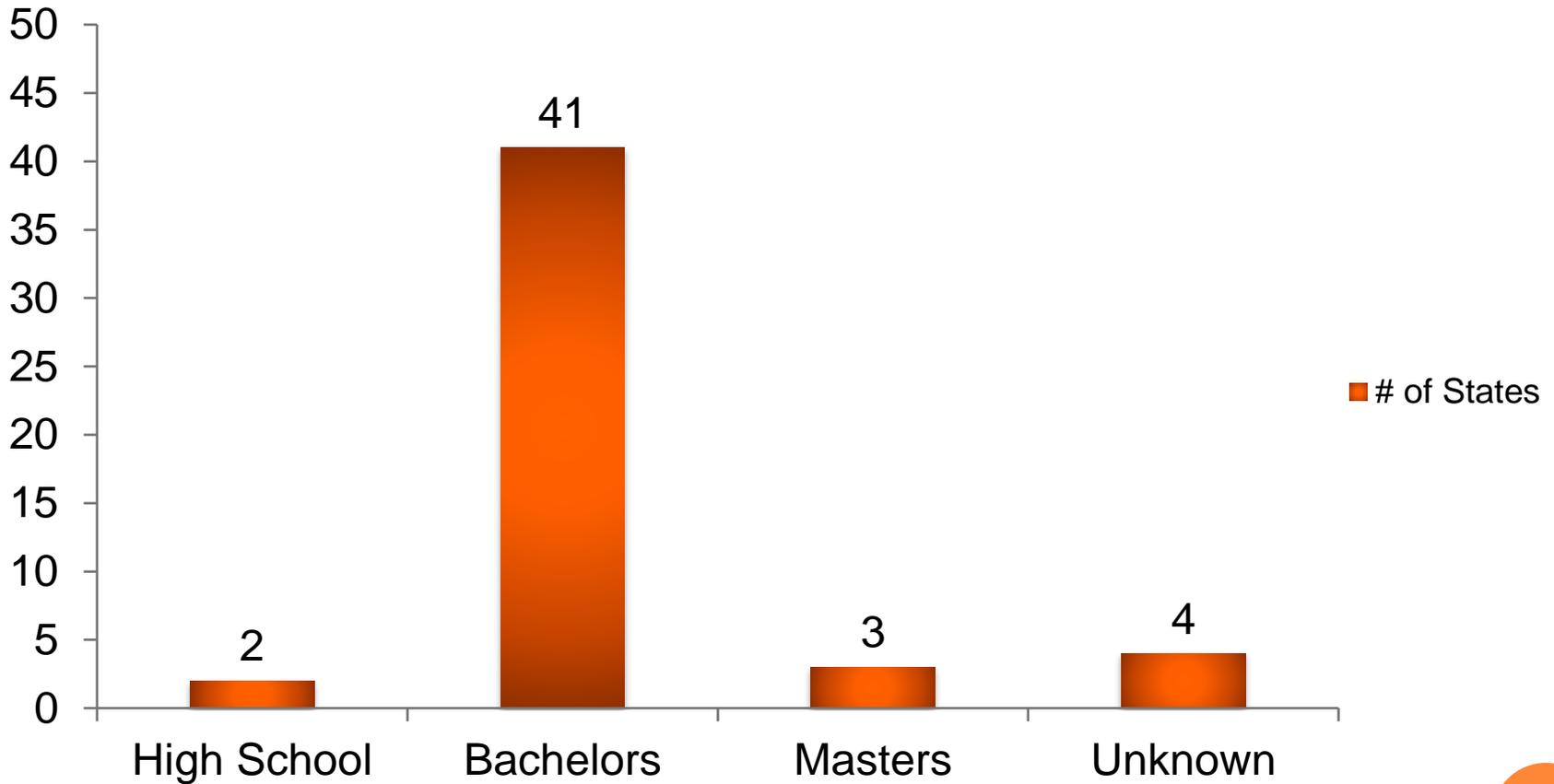
## ECPC Research Question #1:

What are the special instruction  
(SI) **minimum degree**  
**requirements** across the 50  
states?

???



## Minimum Degree Required for Special Instruction Provider

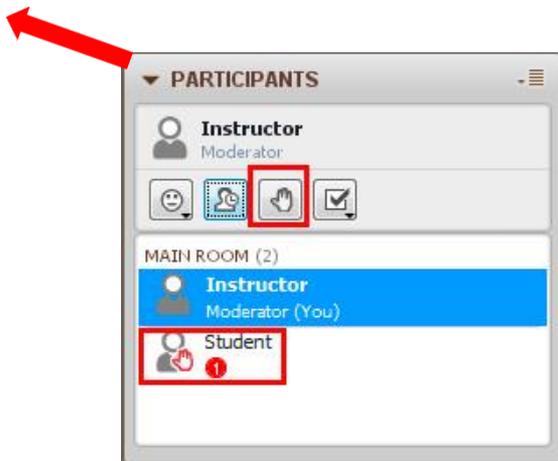


Citation: Parks, S., Kong, N., Horn, E., Lindeman, D.P. (2014, October) State Requirements for Part C, Special Instruction Providers. Poster presented at 2014 Division of Early Childhood Convention, St. Louis, MO.



## ECPC Research Question #2:

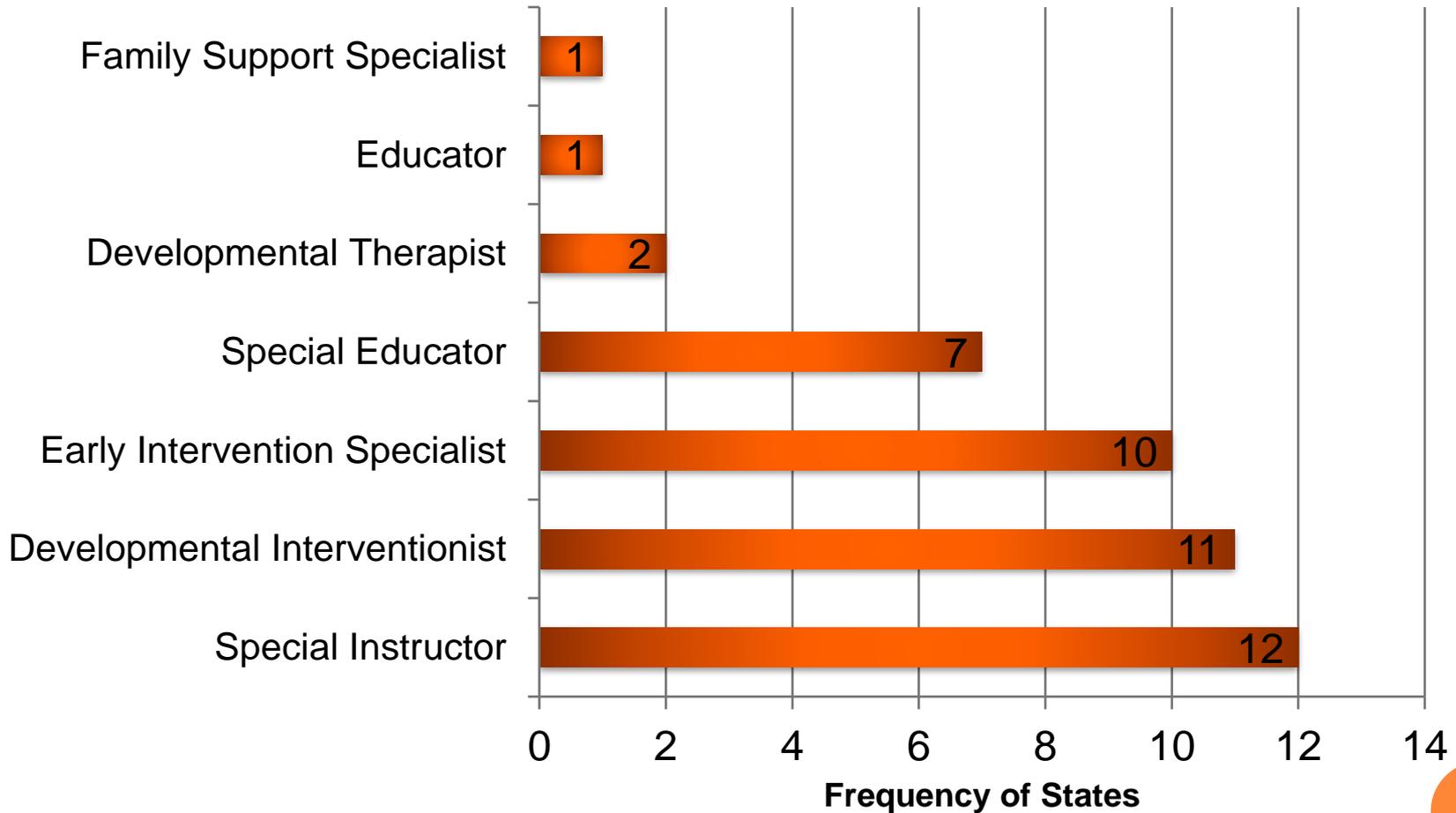
What are the special instruction providers' **titles** across the states?



???



## Special Instruction Providers' Titles Across States



Citation: Parks, S., Kong, N., Horn, E., Lindeman, D.P. (2014, October) State Requirements for Part C, Special Instruction Providers. Poster presented at 2014 Division of Early Childhood Convention, St. Louis, MO.

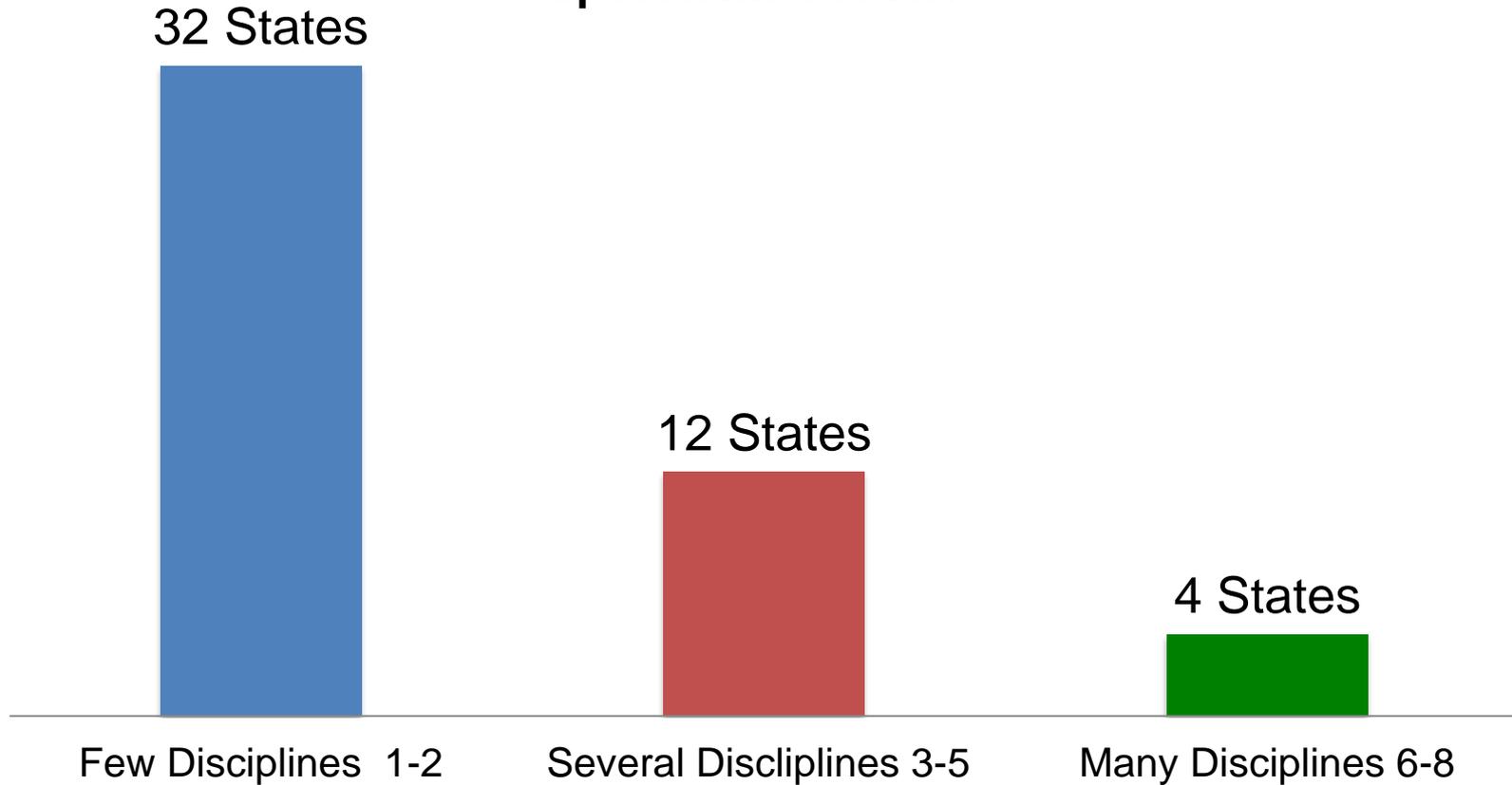
## ECPC Research Question #3:

What are the types and number of **primary disciplines** that can provide SI across the states?

???



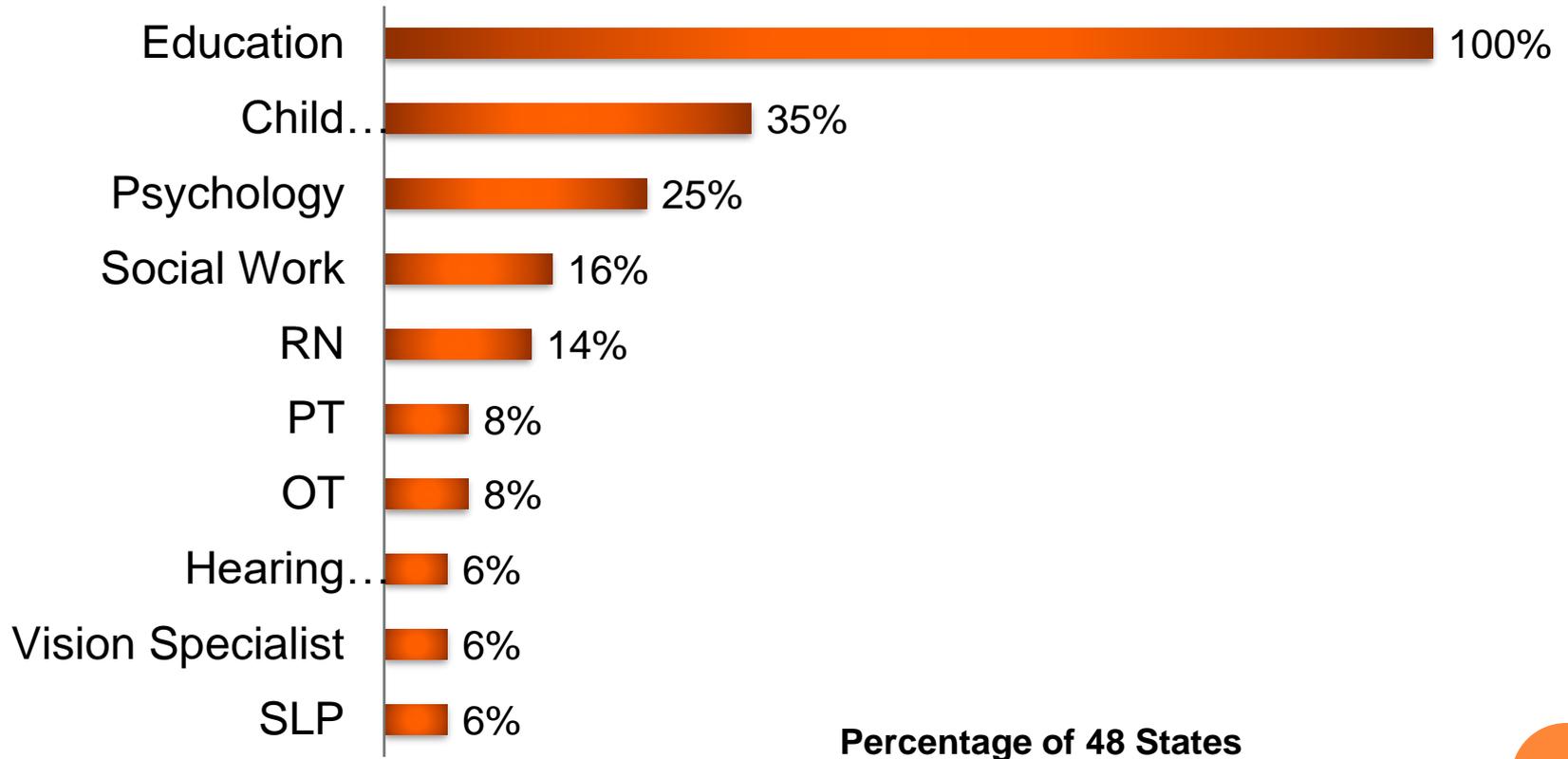
## Range of Eligible Disciplines to Provide Special Instruction



Citation: Parks, S., Kong, N., Horn, E., Lindeman, D.P. (2014, October) State Requirements for Part C, Special Instruction Providers. Poster presented at 2014 Division of Early Childhood Convention, St. Louis, MO.



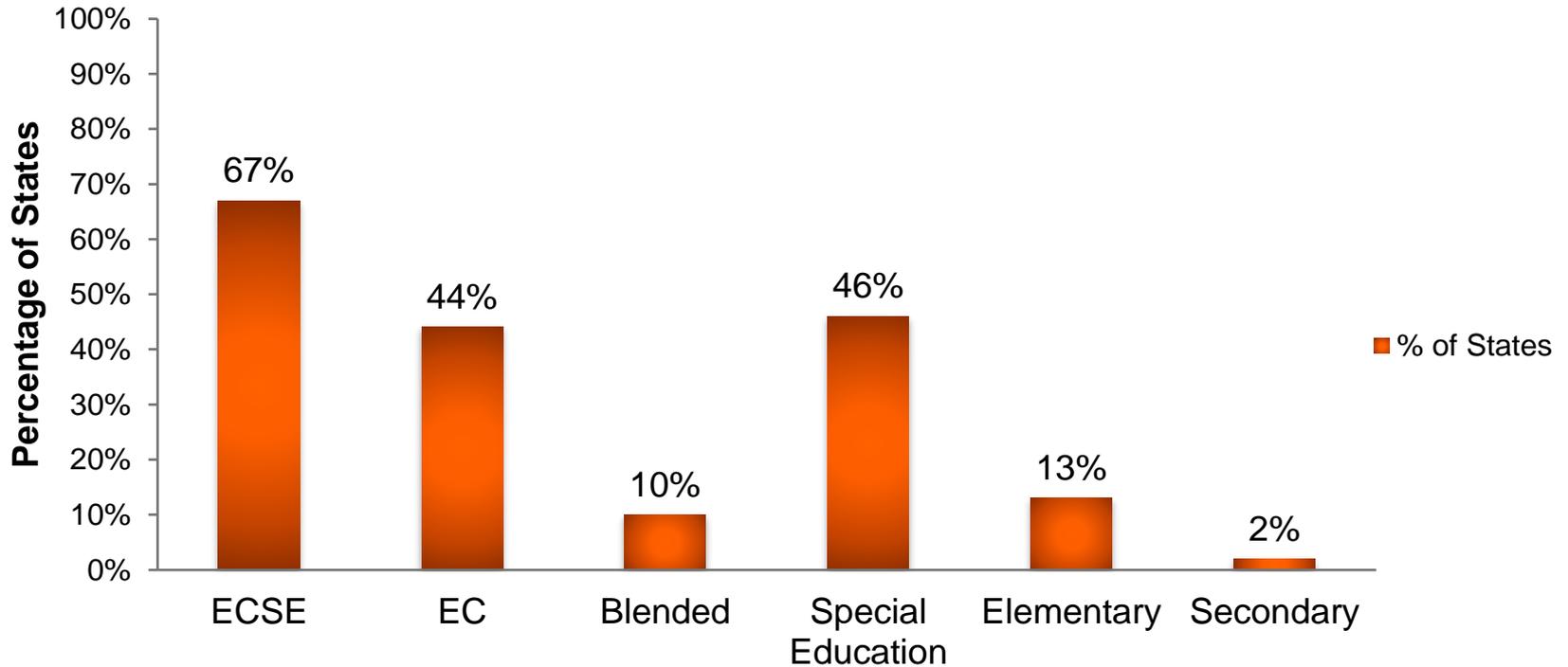
## Disciplines Named by States as Eligible to Provide Special Instruction



Citation: Parks, S., Kong, N., Horn, E., Lindeman, D.P. (2014, October) State Requirements for Part C, Special Instruction Providers. Poster presented at 2014 Division of Early Childhood Convention, St. Louis, MO.



## Percentage of States Identifying Specific Areas within the Discipline of Education



\*Education Area

\*A state may identify more than 1 area

Citation: Parks, S., Kong, N., Horn, E., Lindeman, D.P. (2014, October) State Requirements for Part C, Special Instruction Providers. Poster presented at 2014 Division of Early Childhood Convention, St. Louis, MO.



# State Specific Requirements

# Resources

The screenshot displays the website for The Early Childhood Personnel Center (ECPC) at the University of Connecticut. The header features the UCONN logo and the center's name, along with a search bar. A navigation menu includes links for Home, About Us, Technical Assistance, Personnel Standards, Resources, Our Work, and Contact Us. The main content area is divided into three sections: Mission, Knowledge Generation, and Technical Assistance. The Mission section states that the ECPC is funded to facilitate the implementation of integrated and comprehensive systems of personnel development (CSPD) in early childhood. The Knowledge Generation section describes the center's role in generating new knowledge about integrated state-level CSPD. The Technical Assistance section mentions the design and implementation of a continuum of TA strategies. On the right side, there are widgets for 'TA ACTIVITIES', 'Join the ECPC Mailing List', and 'UPCOMING EVENTS', which includes the 'October 7-9: DEC's 30th Annual International Conference'. Logos for UCONN, Oregon, and Kansas are also visible.

[www.ecpcta.org](http://www.ecpcta.org)



# ECPC Mid-Western Region

## Contact Information



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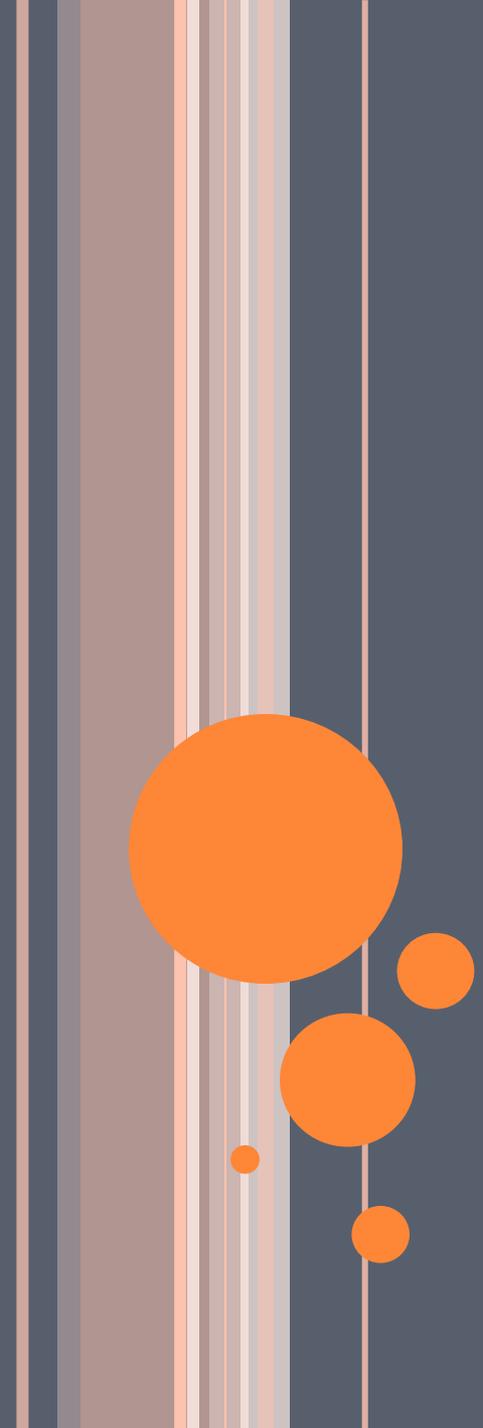
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The Early Childhood Personnel Center is a project of the University of Connecticut funded through cooperative agreement (# H325B120004) from the Office of Special Education Programs, U.S. Department of Education, with subcontracts with Florida State University, University of Kansas, and University of Oregon.



# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

New DEC Position Statement  
2014

# POSITION STATEMENT WORKGROUP

- EI-SIG develops a workgroup that is tasked with considering the role of special instruction.
- Workgroup members begin meeting monthly to draft an opinion paper.



# POSITION STATEMENT WORKGROUP

- Work shifts to developing an official DEC position statement
- In-depth discussion continues monthly among a dedicated group of professionals



**Potheini Vaiouli**

**Michelle Gatmaitan**

**Janet Banks**

**Chelsea  
Guillen**

**Cori Hill**

**THANK**

**Sarah  
Walters**

**Sue Olsen**

**Stephanie Peters**

**M’Lisa Shelden**

**YOU**

**Kimberly Travers**

**Tricia Catalino**

**Rachel Moyer-Trimyer**

# POSITION STATEMENT WORKGROUP

- Position Statement is sent out for DEC membership review
- Membership feedback is incorporated
- DEC Executive Board reviews the statement

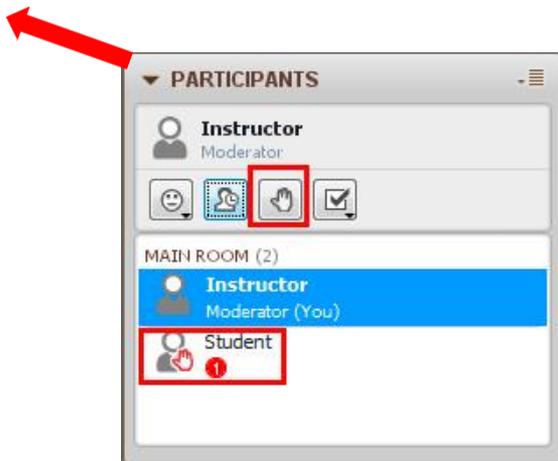


# POSITION STATEMENT WORKGROUP

- Statement is published on DEC's website:  
<http://www.dec-sped.org/papers>
- Zero to Three endorses the statement ! 😊



Download from  
the **DEC**  
**Position**  
**Statements**  
**and Papers**  
page at  
<http://www.dec-sped.org/papers>



June 6, 2014

## DEC POSITION STATEMENT

### The Role of Special Instruction in Early Intervention

**Purpose:** The purpose of this position statement is to clarify the role of the service, Special Instruction, and its providers (referred to as "special instructors" in this paper) within the broader field of Part C early intervention. Aligned with federal requirements, this statement focuses on this service as it is provided to families of eligible infants and toddlers with developmental delays and disabilities. Information about how special instruction is defined and described in federal law and in practice, recommendations for professional preparation and qualifications of special instructors, a description of the role of the special instructor in each part of the early intervention process, and a statement about the uniqueness of the service is discussed. An appendix is also included to specify what special instruction is and is not when implemented using best practices.

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Special instruction is an early intervention service that focuses on promoting caregiver-child interactions and supporting caregivers in learning new strategies they can use to enhance the child's development and participation in the natural activities and routines of everyday life.

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#### Special Instruction and Early Intervention

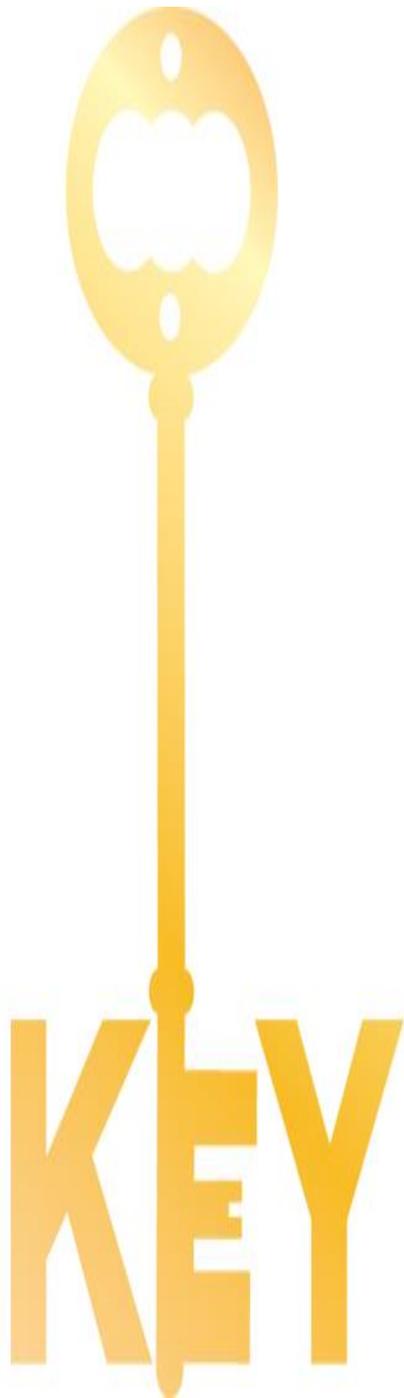
Part C of the Individuals with Disabilities Education Act (2004) describes an array of early intervention services, including special instruction, that are available to support families of eligible infants and toddlers with developmental delays and disabilities. The purpose of these services is to support parents and other caregivers as they interact with their children in ways that enhance the child's development, learning, and participation in daily activities and routines (Childress, 2004; Trivette & Dunst, 2000).

Generally, early intervention services, including special instruction, focus on active caregiver-professional partnerships that are grounded in family-centered practices and guided by family priorities and outcomes written into each child's Individualized Family Service Plan (IFSP; Part C, IDEA, 2004, Sec. 303.18). Collaborative early intervention visits with the family focus on identifying how to integrate intervention strategies into family routines and how the caregiver can independently implement these strategies throughout the week when the early interventionist is not present (Sandall, Hemmeter, Smith, & McLean, 2005; Ridgley, Snyder, McWilliam, & Davis, 2011). Intervention is provided in the child's natural environment, including places where the child and family naturally spend time (e.g., home, childcare center, local park, playgroup) as well as in settings that are natural for the child's peers who do not have disabilities. Activities,

# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## 5 KEY SECTIONS

- How SI is defined & described
- Recommendations for professional preparation & qualifications
- Description of the role of the special instructor in the EI process
- Statement about the uniqueness of SI
- Appendix: What is Special Instruction?



# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## HOW IS SI DEFINED & DESCRIBED?

- Described SI in the context of recommended practices
- Reviewed the federal definition
- Acknowledged differences among states



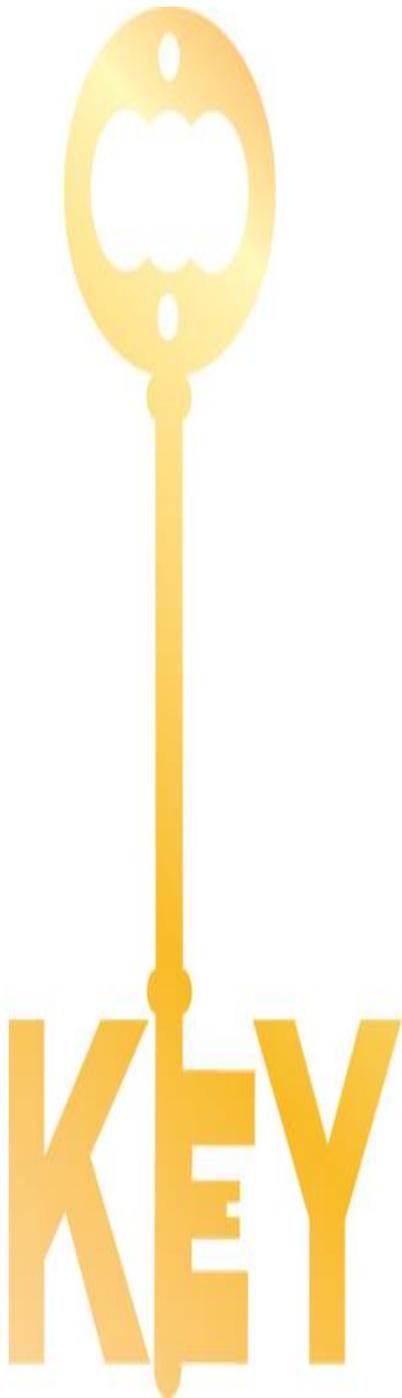
What is Special  
Instruction called  
in your state??



# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## HOW IS SI DEFINED & DESCRIBED?

“Special instruction is an early intervention service that focuses on promoting caregiver-child interactions and supporting caregivers in learning new strategies they can use to enhance the child’s development and participation in the natural activities and routines of everyday life.”



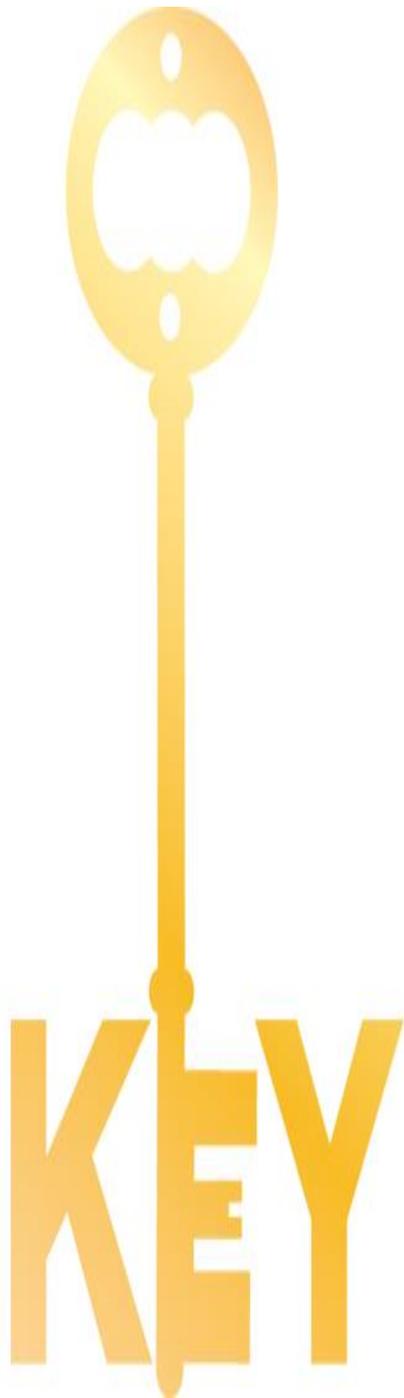
# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## PROF. PREPARATION & QUALIFICATIONS

### Minimum of a Bachelor's degree

- Early Childhood Special Education
- Inclusive Early Childhood Education
- Special Education
- Early Childhood
- Child Development, or
- Infant Mental Health

with a **concentration or state certification in EI**



What **knowledge**  
& **skills** do you  
think special  
instructors bring to  
the EI team?

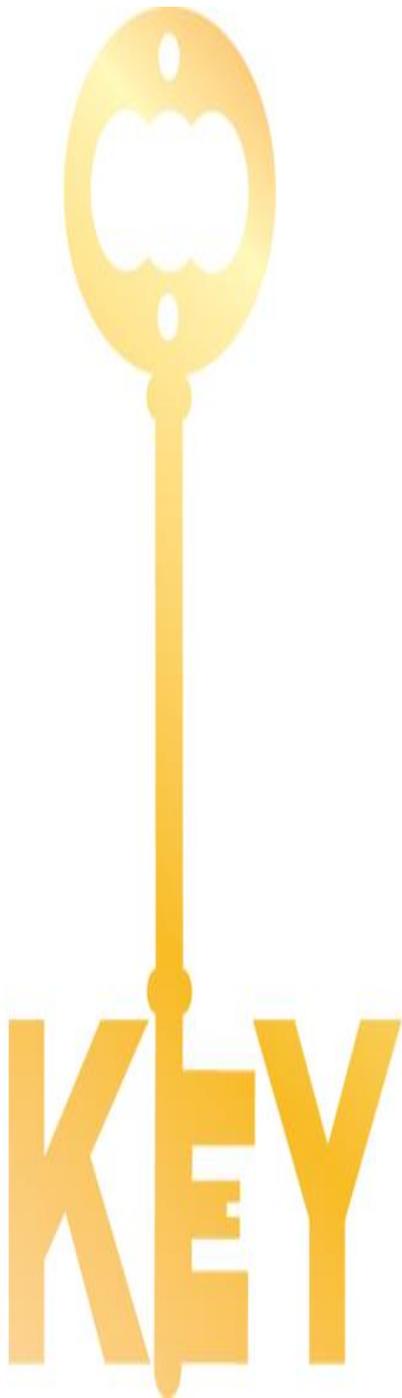


# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## PROF. PREPARATION & QUALIFICATIONS

### Knowledge & Skills:

- Part C requirements
- Typical and atypical development and learning in all areas
- Functional assessment of development across domains

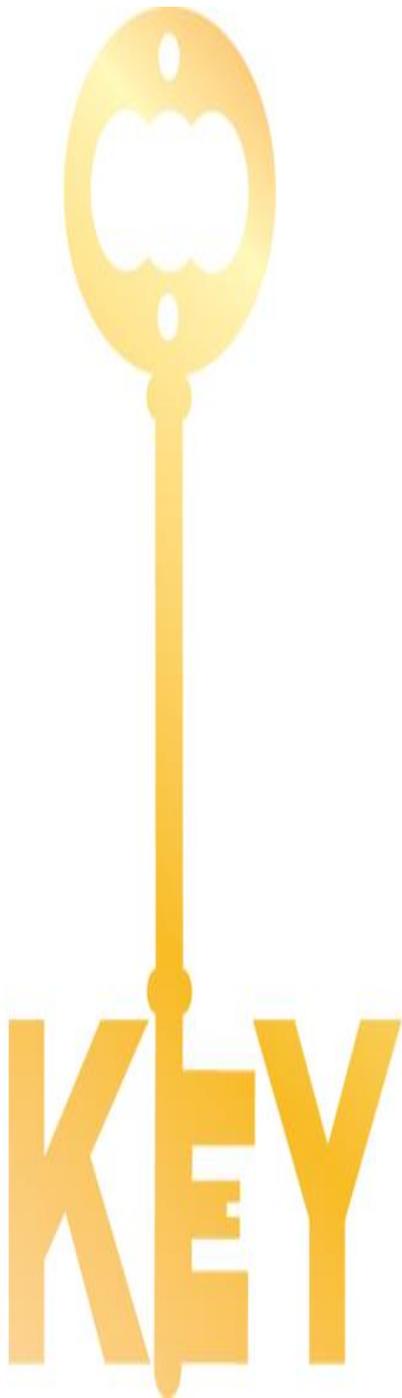


# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## PROF. PREPARATION & QUALIFICATIONS

### Knowledge & Skills:

- Developmental disabilities in the 0-3 population, and
- Specialized instructional strategies to help young children learn.

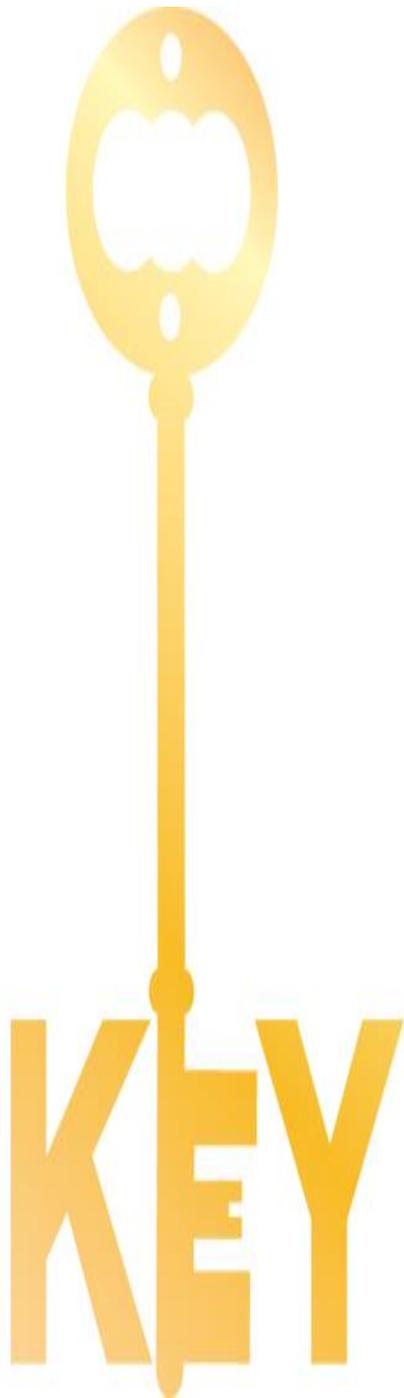


# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## PROF. PREPARATION & QUALIFICATIONS

### Foundational Competencies:

- Promoting caregiver-child interaction
- Facilitating the capacities of families to adapt routines & activities
- Integrating all areas of development for a holistic view of the child



# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## PROF. PREPARATION & QUALIFICATIONS

### Foundational Competencies:

- Utilizing adult learning approaches
- Understanding how cultural diversity affects family interactions and intervention practices, and
- Using effective teaming practices



# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## ROLE IN THE EI PROCESS

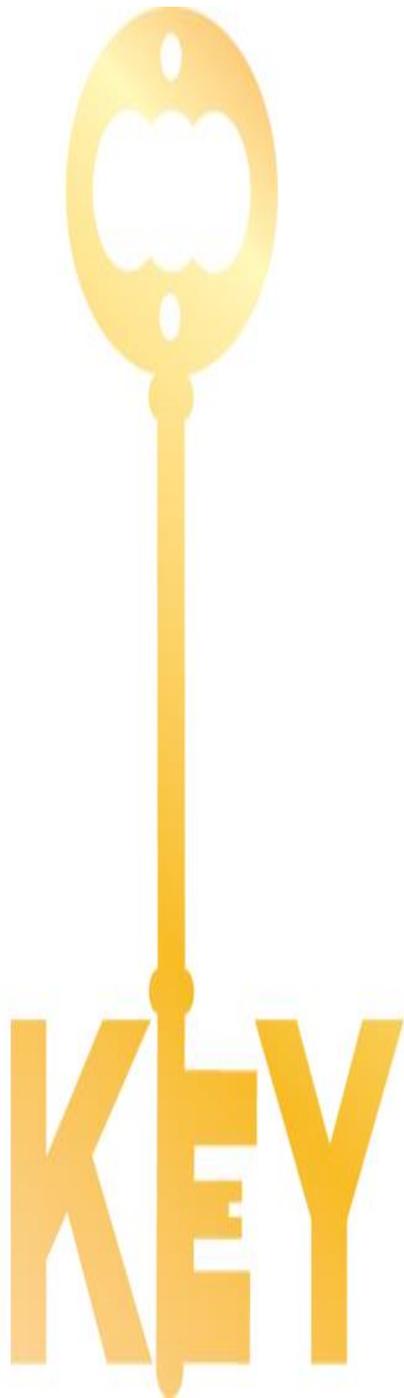
- Child Find & Screening
- Referral & Intake
- Evaluation & Assessment
- Development of the IFSP
- Implementation & Service Delivery
- Transition



# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## UNIQUENESS OF SI

- Integrate knowledge across domains
- Knowledge of family-centered practices and techniques for supporting the learning of the caregivers, and
- Skill in using instructional strategies to promote child learning through adapting natural activities

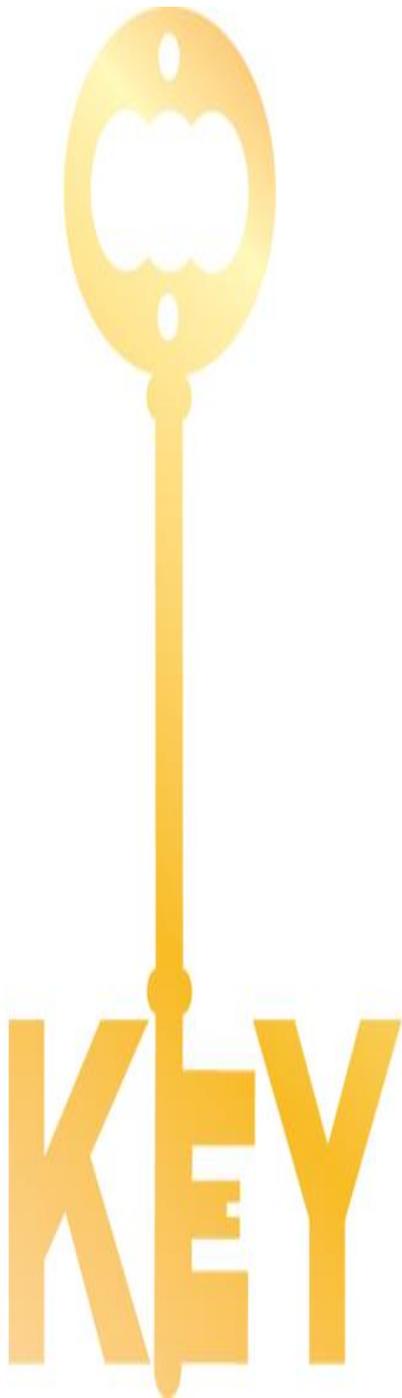


# THE ROLE OF SPECIAL INSTRUCTION IN EARLY INTERVENTION

## APPENDIX

Special instruction is...and is not...

- Professional qualifications
- Service delivery & teaming with families
- Teaming with other service providers



How Can We  
Support Others in  
Using the Position  
Statement?



Your thoughts?



# IDEAS from DEC Conference:



State ICCs  
can reflect on  
state practices

Universities  
can use with  
students

Generate  
discussion in  
states re:  
qualifications  
& role

Post on  
state Part C  
websites as  
a resource

Guide hiring &  
training (state &  
local)

Discuss in  
CoPs or  
focus groups



OUR IDEA:  
Develop a Companion  
Document to Support  
States



What do you think  
should be included?



# UPCOMING ACTIVITIES IN 2015

Feb 4<sup>th</sup> 2:00-3:30 EST

**Applying DEC Recommended Practices**

May 6<sup>th</sup> 2:00-3:30 EST

**Service Coordination**

Aug 5<sup>th</sup> 2:00-3:30 EST

**Frequency & Intensity of Early  
Intervention Services**



# WANT TO JOIN THE EI-SIG?



**Early Intervention Special Interest Group**  
<http://www.dec-sped.org/ei>

**DEC Early Intervention SIG**  
<https://groups.google.com/a/dec-sped.org/forum/#!forum/dec-earlyinterv-sig>



**Division for Early Childhood – Early Intervention SIG**

<https://www.facebook.com/DivisionOfEarlyChildhoodEarlyInterventionSig>



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