

Bruder, M. B., Catalino, T., Chiarello, L., Mitchell, M., Deppe, J., Gundler, D., Kemp, P., LeMoine, S., Long, T., Muhlenhaupt, M., Prelock, P., Schefkind, S., Stayton, V., Ziegler, D. (2019). Finding a common lens: Competencies across professional disciplines providing early childhood intervention. *Infants & Young Children*, 32(4), 280-293. doi: 10.1097/YC.000000000000153

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, 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.	Demonstrates ethical decision making and professional behavior.
Shares information and resources with service providers and agencies.	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.
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.

Coordination and Collaboration	Family Centered Practice	Evidence-Based Intervention	Professionalism
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.	Uses evidence-based accommodations, modifications, and adaptations to enable a child to participate and learn in inclusive school and community environments.	Uses self-reflection and professional development to stay current in evidence-based disciplinary and interdisciplinary practices.
Collaborates with service providers and agencies to identify roles and responsibilities when delivering intervention.	Provides information, guidance, and education to families about early childhood intervention and inclusive service delivery models.	Systematically collects and uses data to monitor child and family progress to revise intervention plans as necessary and document intervention effectiveness.	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.		Mentors, teaches, and provides performance feedback and reflective supervision to other service providers.
Facilitates transitions from the Part C or Part B/619 programs to another program with the family and service providers from different disciplines and agencies.	Prepares the family to participate and contribute to the development, implementation, and evaluation of their child's IFSP or IEP, including transition options.		Demonstrates disciplinary and interdisciplinary leadership skills at the service delivery, program administration, and systems level of early childhood intervention.
	Refers families to resources and services to help them meet the needs of their child, their family, and themselves.		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.
	Provides information to the family about parental rights and safeguards and how to advocate for themselves, their family, and their child.		

This is a product of the Early Childhood Personnel Center (ECPC) and was made possible by Cooperative Agreement #H325B170008 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.