Improving Child and Family Outcomes: Systems change through the Early Childhood Personnel Center (ECPC)

Early Intervention/Early Childhood Special Interest Group (EIEC SIG)
Webinar Series
March 25, 2014
Webinar Overview

- Introductions
- Presentation
- Q & A after presentation
  - You can ask a question by pressing the * then # key to request the floor. Questions will be answered in the order they are received.
  - You can also submit any questions throughout the webinar via the ‘Chat’ box below the slides.
  - The moderator will read the questions after the presentations.
- Survey
  - Please complete our short survey to give us feedback for the next webinar!
Meet our Presenters

**Mary Beth Bruder, PhD**, is a Professor of Pediatrics and Educational Psychology, at the University of Connecticut School of Medicine. For almost 40 years she has been involved in the design, provision and evaluation of early childhood services across local, state, national and international early intervention, special education, child care and head start programs. During this time, she has also directed a number of state and federally funded pre-service, in-service, demonstration, and research projects, and she is the Editor of Infants and Young Children. Currently, she is Director of the University of Connecticut A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research, and Service and the OSEP Early Childhood Personnel Center.

**Jane Squires, PhD**, is a Professor of Early Intervention/Special Education, Director of the Early Intervention Program at the University of Oregon, and Director of the University Center for Excellence in Developmental Disabilities and the Center on Human Development. She oversees projects in the areas of personnel training, developmental screening, implementation of screening systems, early identification of developmental delays, and the involvement of parents in the assessment process. She currently teaches courses in Special Education/Early Intervention at the University of Oregon and directs the University Center for Excellence in Developmental Disabilities in Eugene, Oregon.

**George Sugai, PhD**, is a Professor and Carole J. Neag Endowed Chair in the Neag School of Education at the University of Connecticut. His professional interests include effective classroom and behavior management practices, school-wide discipline, social skills instruction, and positive behavior supports. He has been a classroom teacher, program director, and camp counselor. Currently, he is co-director of the OSEP Early Childhood Personnel Center, co-director of the Center on Positive Behavioral Interventions and Supports and director of the UConn Center on Behavioral Education and Research.
Tiered Technical Assistance & Implementation: Big Ideas from 15 Years of PBIS

Learning From What Works

George Sugai

OSEP Early Childhood Personnel Center
OSEP Center on Positive Behavioral Interventions & Supports
University of Connecticut
30 Jan 2014

www.pbis.org  www.ecpcta.org
Defendable theory of action

Preventive actions

Cohesive logic model

Kid benefit

Evidence-based practices

Implementation fidelity

Continuum logic

Implementation Drivers

Tiered Technical Assistance Coe Features
Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

- Supporting **Culturally Knowledgeable** Staff Behavior
- Supporting **Culturally Valid** Decision Making
- Supporting **Culturally Relevant** Evidence-based Interventions

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012ab
**Prevention Logic for All**

Redesign of teaching environments...not students

<table>
<thead>
<tr>
<th>Prevention Objectives</th>
<th>Prevention Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease development of new problem behaviors</td>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
</tr>
<tr>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
</tr>
</tbody>
</table>

**INCIDENCE**

**PREVALENCE**

Antecedents & Consequences

Teach, monitor, & acknowledge prosocial behavior

Behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996
## Prevention as explicit & precise actions

<table>
<thead>
<tr>
<th>ANTECEDENTS</th>
<th>BEHAVIOR</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add Prompts &amp; Triggers</td>
<td>Strengthen Social Skills</td>
<td>Add Maintainers</td>
</tr>
<tr>
<td>Remove Prompts &amp; Triggers</td>
<td>Weaken Problem Behavior</td>
<td>Remove Maintainers</td>
</tr>
<tr>
<td>Implementation Fidelity</td>
<td>IMPLEMENTATION</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Effective</td>
<td>Not Effective</td>
</tr>
<tr>
<td>PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective</td>
<td>Maximum Student Benefit</td>
<td>Reduced Student Benefit</td>
</tr>
<tr>
<td>Not Effective</td>
<td>No Student Benefit</td>
<td>No Student Benefit</td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009
Evidence-based Practices

**EFFECTIVE**
- Works
- Repeatable
- Dependable

**EFFICIENT**
- Doable
- Manageable
- Fit

**RELEVANT**
- Context
- Culture
- Adaptable
Continuum of Support for All
**Theory of Action**

“Roadmap” that (a) charts causal pathway between strategies needed to answer specific question & to achieve desired outcomes (i.e., “To address X, we must do Y.”) & (b) is based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”) (aka logic model).

**PBIS Center Theory of Action**

By providing multi-tiered technical assistance, Center will increase SEA & LEA capacity to adopt & implement multi-tiered system of behavior support w/in PBIS implementation framework & to select & implement w/ fidelity appropriate evidence-based behavior practices, which, in turn, will be associated w/increased probability of improved school climate & student academic & behavior outcomes.
Defendable Theory of Action

- Theory-based explanation of phenomenon
- Data based confirmation of effect
- Data based confirmation of explanation
- Implementation of explanation-based actions

Parsimonious + Comprehensive + Confirmable + Replicable
With a defendable theory of action, we can...

Specify & justify **outcome or behavior**.

Describe & understand **conditions** under which behavior occurs or outcome achievable.

Use that understanding to develop **strategy** to affect likelihood that behavior or outcome will occur.

**Explain results** that are achieved & make adjustments if needed.
School Reform Problem Context

- School violence
- Under-achievement
- Suspension & expulsions
- Disability
- Disproportionality & Equity
- Restraint & seclusion
- Bullying
- Substance use
- Delinquency
- School completion & dropping out
- School Climate
PBIS Conceptual Foundations

Behaviorism

ABA

PBS

SWPBS

PBIS

Laws of Behavior

Applied Behavioral Technology

Social Validity

All Students
Behavior is learned

Behavior & environment are functional related

Behavior is lawful, therefore understandable & influence-able

Biology is important

Adjust environment to influence & teach behavior

Behavior Analytic Approach

Setting Conditions  Antecedents  Behaviors  Consequences
NOT Equal

Problem Context

- School violence
- Under-achievement
- Suspension & expulsions
- Disability
- Disproportionality & Equity
- Restraint & seclusion
- Bullying
- School completion & dropping out
- Delinquency
- Substance use
- School Climate
<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behaviors</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT BEHAVIOR</strong></td>
<td><strong>ADULT BEHAVIOR</strong></td>
<td><strong>OUTCOMES</strong></td>
</tr>
<tr>
<td>• Aggression</td>
<td>• Office referral</td>
<td>• Disproportionality</td>
</tr>
<tr>
<td>• <strong>Bullying behavior</strong></td>
<td>• In school detention</td>
<td>• Dropping out</td>
</tr>
<tr>
<td>• Non-compliance</td>
<td>• <strong>Out of school suspension</strong></td>
<td>• School failure</td>
</tr>
<tr>
<td>• Insubordination</td>
<td>• Probation &amp; parole</td>
<td>• Mental illness</td>
</tr>
<tr>
<td>• Social w/withdrawal</td>
<td>• Arrests &amp; incarceration</td>
<td>• <strong>School-to-prison pipeline</strong></td>
</tr>
<tr>
<td>• Truancy</td>
<td>• <strong>Restraint &amp; seclusion</strong></td>
<td>• Achievement gap</td>
</tr>
<tr>
<td>• Law/norm violations</td>
<td>• Mental health referral</td>
<td>• Unemployment</td>
</tr>
<tr>
<td>• Substance use</td>
<td></td>
<td>• Delinquency</td>
</tr>
<tr>
<td>• Weapon possession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Harassment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Self-injury</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ABA-based Theory of Action**
<table>
<thead>
<tr>
<th>RISK CONDITIONS</th>
<th>CONTEXT CONDITIONS</th>
<th>STUDENT BEHAVIOR</th>
<th>ADULT BEHAVIOR</th>
<th>STUDENT OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunger</td>
<td>• Hunger</td>
<td>• Aggression</td>
<td>• Office referral</td>
<td>• Disproportionality</td>
</tr>
<tr>
<td>Chronic illness</td>
<td>• Chronic illness</td>
<td>• Bullying behavior</td>
<td>• In school detention</td>
<td>• Dropping out</td>
</tr>
<tr>
<td>Disability</td>
<td>• Disability</td>
<td>• Non-compliance</td>
<td>• Out of school suspension</td>
<td>• School failure</td>
</tr>
<tr>
<td>Race</td>
<td>• Race</td>
<td>• Insubordination</td>
<td>• Probation &amp; parole</td>
<td>• Mental illness</td>
</tr>
<tr>
<td>Gender</td>
<td>• Gender</td>
<td>• Social withdrawal</td>
<td>• Arrests &amp; incarceration</td>
<td>• School-to-prison pipeline</td>
</tr>
<tr>
<td>Violence &amp; trauma exposure</td>
<td>• Violence &amp; trauma exposure</td>
<td>• Truancy</td>
<td>• Restraint &amp; seclusion</td>
<td>• Achievement gap</td>
</tr>
<tr>
<td>Unemployment</td>
<td>• Unemployment</td>
<td>• Law/norm violations</td>
<td>• Mental health referral</td>
<td>• Unemployment</td>
</tr>
<tr>
<td>Gangs</td>
<td>• Gangs</td>
<td>• Substance use</td>
<td>•</td>
<td>• Delinquency</td>
</tr>
<tr>
<td>Substance use</td>
<td>• Substance use</td>
<td>• Weapon possession</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Mental illness</td>
<td>• Mental illness</td>
<td>• Harassment</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Self-injury</td>
<td>• Self-injury</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SETTING CONDITIONS</th>
<th>ANTecedents</th>
<th>ADULT Behaviors</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>• Problem solving</td>
<td>• Teach, supervise, reinforce</td>
<td>• Postsecondary education</td>
</tr>
<tr>
<td>Physical health</td>
<td>• Conflict &amp; anger management</td>
<td>• Active supervision</td>
<td>• Employment</td>
</tr>
<tr>
<td>Recreation</td>
<td>• Asking for assistance</td>
<td>• Check in check out</td>
<td>• Family</td>
</tr>
<tr>
<td>Healthy diet</td>
<td>• Communicating feelings</td>
<td>• Function-based support</td>
<td>• Recreation &amp; leisure activities</td>
</tr>
<tr>
<td>Preschool</td>
<td>• Literacy</td>
<td>• Positive reinforcement</td>
<td>• Physical &amp; mental health</td>
</tr>
<tr>
<td>Literacy exposure</td>
<td>• Self-management skills</td>
<td>• Precorrection</td>
<td>• Positive peer group</td>
</tr>
<tr>
<td>Safe neighborhoods</td>
<td>• Managing bullying behavior</td>
<td>• Opportunity to respond</td>
<td>• Safe neighborhood</td>
</tr>
<tr>
<td>Positive role models</td>
<td>•</td>
<td>• Generalization training</td>
<td>•</td>
</tr>
</tbody>
</table>
PBIS (aka SWPBS) is
Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab
Universal

Targeted

Intensive

Few

Some

All

Continuum of Support for ALL

Dec 7, 2007
Supports for all students with disabilities are multi-tiered.
Supports for schools are multi-tiered.
Continuum of Support for ALL “District: Literacy”

Supports for districts are multi-tiered
Continuum of Support for ALL “State”

Supports for states are multi-tiered
Implementation Drivers

Funding → Visibility → Political Support → Policy → LEADERSHIP TEAM (Coordination) → Training → Coaching → Evaluation → Behavioral Expertise → Local School/District Implementation Demonstrations
<table>
<thead>
<tr>
<th>TA Element</th>
<th>Intensity of Support by Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T1 - Universal</td>
</tr>
<tr>
<td>Target Group</td>
<td>All/Whole Group</td>
</tr>
<tr>
<td>TA Frequency</td>
<td>Monthly</td>
</tr>
<tr>
<td>Data Collection &amp; Use</td>
<td>Monthly</td>
</tr>
<tr>
<td>Local Expertise</td>
<td>General</td>
</tr>
<tr>
<td>External Coaching</td>
<td>General</td>
</tr>
<tr>
<td>Fidelity Evaluation</td>
<td>General</td>
</tr>
</tbody>
</table>
### Illustration of resource distribution across multiple practices based on implementation phase

**IMPLEMENTATION PHASE**

\((A, B, C = \text{“practice”})\)

<table>
<thead>
<tr>
<th>2013-14 LEA</th>
<th>Exploring</th>
<th>Initiating/Partial</th>
<th>Implementing</th>
<th>Sustaining</th>
<th>Enhancing/Scaling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(A)</td>
<td>(B)</td>
<td></td>
<td>(C)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>(A)</td>
<td></td>
<td>(BC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(C)</td>
<td>(A)</td>
<td>(B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>(A)</td>
<td>(C)</td>
<td>(B)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>(C)</td>
<td>(A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>(A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>(C)</td>
<td>(A)</td>
</tr>
<tr>
<td>N</td>
<td>(C)</td>
<td></td>
<td>(B)</td>
<td>(A)</td>
<td></td>
</tr>
</tbody>
</table>
Universal

Targeted

Intensive

Intensity, frequency, precision, expertise, etc. of coaching, data collection, performance feedback, embedded professional development, administrative supervision, evaluation, etc. must match intensity of required support.

Continuum of Technical Assistance

26 Sep 2013
Early Childhood Personnel Center

Mary Beth Bruder
March 25, 2014

ECPCTA.ORG
LOGIC: If we want improved outcomes for infants and young children and families, THEN…………

States have high quality CSPD (i.e., multiple state level supports for a competent EC work force)

More EC leaders and practitioners working with children and families receiving IDEA services have the requisite knowledge and skills.

Improved effectiveness of EI, ECSE, and EC services and supports

Improved outcomes for children and families

Note: ECPC will focus on the blue box. The working assumption is that the blue box will produce the green boxes. Large scale change in these areas will occur after the 5 years of the Center.
Early Childhood Intervention Personnel Competencies

- Assessment
- Family Involvement
- Program Implementation
- Teaming
- Program Administration
- Program Planning
- Typical Development
- Atypical Development
- Evaluation of Program Effectiveness
- Case Management
- Medical Management
- Other

Bruder & McLean, 1988
General Role of Service Providers

To the extent appropriate, service providers in each area of early intervention services included in paragraph (d) of this section are responsible for:

• Consulting with parents, other service providers, and representatives of appropriate community agencies to ensure the effective provision of services in that area;

• Training parents and others regarding the provision of those services; and

• Participating in the multidisciplinary team’s assessment of a child and the child’s family, and in the development of integrated goals and outcomes for the individualized family service plan.

( P.L. 99-457)
Personnel Preparation: What we Know and What we Need to Know

UCONNUCEDD.ORG

Mary Beth Bruder, Ph.D.
University of Connecticut

Vicki Stayton, Ph.D.
Western Kentucky University
The Center’s Projects

• **Study I:** The National Landscape of Early Intervention and Early Childhood Special Education

• **Study II:** The Higher Education Survey for Early Intervention and Early Childhood Special Education

• **Study III:** The Analysis of Federally Funded Doctoral Programs in Early Childhood Special Education

• **Study IV:** The Impact of Credentials on Early Intervention Personnel Preparation

• **Study V:** Analysis of State Licensure/Certification Requirements for Early Childhood Special Educators
### The Center’s Projects

- **Study VI:** Training and Technical Assistance Survey of Part C & 619 Coordinators
- **Study VII:** Confidence and Competence of 619/Part C Service Providers
- **Study VIII:** Alignment of ECSE Higher Education Curricula with National Personnel Standards
- **Study IX:** Parent Perceptions of Confidence and Competence of 619/Part C Service Providers
- **Study X:** Case Studies Highlighting States from Study VI on Training and TA
“So, how come I get ”adapted leisure skill / gross and fine motor skill therapy” and you get to just “play”? 
Early Childhood Systems (BUILD initiative)

- **Early Learning and Development**: Nurturing relationships, safe environments, and enriching experiences that foster learning and development.

- **Family Leadership and Support**: Resources, experiences, and relationships that strengthen families, engage them as leaders, and enhance their capacity to support children’s well-being.

- **Health**: Comprehensive services that promote children’s physical, developmental, and mental health.
“I think you should be more explicit here in step two.”
HOW DO WE GET THERE?

Comprehensive System of Personal Development (P.L. 94-142)
A Comprehensive System of Personal Development

for the early childhood workforce who serve infants, toddlers and preschool children with disabilities and their families

is a necessary and integral quality indicator of an early childhood service system
Early Childhood Personnel Center

to facilitate the implementation of integrated
and comprehensive early childhood
systems of personnel development (CSPD)
for all disciplines serving infants and young
children with disabilities
ECPC Framework

Leadership and Collaboration
Technical Assistance and Dissemination
Knowledge Generation
Personnel Standards
Outcomes and Accountability
Evidenced Based Practice
Model CSPD Development
Scaling Up CSPD Elements
Technology

Evaluation

State Agency and Certification Personnel
IHE Faculty And Other PD Staff
Administrators And EC Service Providers
Families
Graduate Students
“How are we supposed to teach them professional skills when they come to us not even knowing basic curses and elementary hexes?”
Continuum of Early Childhood Personnel Competencies

High Need Infants and Young Children

Infants and Young Children with Risk Conditions and Delayed Development

All Infants and Young Children

Advanced and Specialized Standards

CEC/DEC Standards Integrated with NAEYC and other Professional Discipline Standards

NAEYC Standards and other requirements (e.g. HS; CDA)
ECPC Framework

Leadership and Collaboration
Technical Assistance and Dissemination
Knowledge Generation
Personnel Standards
Outcomes and Accountability
Evidenced Based Practice
Model CSPD Development
Scaling Up CSPD Elements
Technology

Evaluation

State Agency and Certification Personnel, IHE Faculty and Other PD Staff, Administrators and EC Service Providers, Families, Graduate Students
“My question is: Are we making an impact?”
ECPC Framework

- Knowledge Generation
- Technical Assistance and Dissemination
- Leadership and Collaboration
- Personnel Standards
- Outcomes and Accountability
- Evidenced Based Practice
  - Model CSPD Development
  - Scaling Up CSPD Elements
- Technology

- Evaluation
- State Agency and Certification Personnel
- IHE Faculty and Other PD Staff
- Administrators and EC Service Providers
- Families
- Graduate Students
Research Institute

Unanswered Questions

Unquestioned Answers
Definition of Evidenced Based Practice

Practices that are informed by research, in which the characteristics and consequences of environmental variables are empirically established and the RELATIONSHIP directly informs what a person can do to produce a desired outcome.

Dunst, 2009
ECPC Framework

Leadership and Collaboration
Technical Assistance and Dissemination
Knowledge Generation
Personnel Standards
Outcomes and Accountability
Evidenced Based Practice

Model CSPD Development
Scaling Up CSPD Elements
Technology

Evaluation

State Agency and Certification Personnel
IHE Faculty And Other PD Staff
Administrators And EC Service Providers
Families
Graduate Students
CSPD

Inservice & TA ➔ Evaluation ➔ Needs Assessment ➔ Preservice

Standards

CSPD
Oh Goodie - Another Meeting!
ECPC Framework

Evaluation
Leadership and Collaboration
Technical Assistance and Dissemination
Knowledge Generation
Personnel Standards
Outcomes and Accountability
Evidenced Based Practice
Model CSPD Development
Scaling Up CSPD Elements
Technology

State Agency and Certification Personnel
IHE Faculty And Other PD Staff
Administrators And EC Service Providers
Families
Graduate Students
Clustering to build critical mass
Building a Model

• Operational definition and reliable measurement of the outcomes

• Socially valid relationship between intervention and socially valid outcome: if/then

• Consistency of effects across users

• Advantage of alternative service delivery

• Fidelity of Implementation
  
  Paine, Bellamy & Wilcox, 1984
ECPC Framework

- Leadership and Collaboration
- Technical Assistance and Dissemination
- Knowledge Generation
- Personnel Standards
- Outcomes and Accountability
- Evidenced Based Practice
- Model CSPD Development
- Scaling Up CSPD Elements

**Technology**

- State Agency and Certification Personnel
- IHE Faculty and Other PD Staff
- Administrators and EC Service Providers
- Families
- Graduate Students

**Evaluation**
“Last night I dreamed in e-mail.”
ECPC Framework

Leadership and Collaboration
Technical Assistance and Dissemination
Knowledge Generation

Personnel Standards
Outcomes and Accountability
Evidenced Based Practice
Model CSPD Development
Scaling Up CSPD Elements
Technology

Evaluation

State Agency and Certification Personnel  IHE Faculty and Other PD Staff  Administrators and EC Service Providers  Families  Graduate Students
Outputs of the Center

• Knowledge Development

• Technical Assistance

• Leadership and Coordination
Knowledge Development

- National Data Base of Personnel Standards
- National Data Base of CSPD Components
- Research Syntheses on Personnel Issues
- National Initiative on Cross Disciplinary Standards
“We're not sure what you have, but whatever it is, we have it outnumbered.”
Leadership and Coordination

• Leadership Institute with Part C and 619 Coordinators

• Working Collaboratively with other OSEP Early Childhood TA Centers: DaSy; ECTA; IRIS

• Working Collaboratively with Other Education and HHS TA Centers
The world we have created is a product of our thinking.

It cannot be changed without changing our thinking.

Einstein
Technical Assistance

• **General:** Across Audiences, Regions, States

• **Targeted:** Within Audiences, Regions, States and Specific CSPD Components

• **Intensive:** CSPD Within 8 States, Fidelity to Implementation Framework
High above the hushed crowd, Rex tried to remain focused. Still, he couldn’t shake one nagging thought: He was an old dog and this was a new trick.
How Will We Do This?

• **Content:**
  
  CSPD

• **Method:**
  
  Implementation Frame Through Strategic Planning

• **Outcome:**
  
  Scaling Up of Effective Practices for Personnel Development
Content:

Comprehensive System of Personnel Development

- Needs Assessment
- Personnel Standards
- Preservice
- Inservice
- Technical Assistance
- Evaluation
• **Needs Assessment**

Data to document the needs of multiple audiences who comprise the early childhood workforce serving infants and young children with disabilities and their families
<table>
<thead>
<tr>
<th>Needs Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Linked to existing personnel standards</td>
</tr>
<tr>
<td>• List by discipline and source of standard</td>
</tr>
<tr>
<td>2) Administered across disciplines</td>
</tr>
<tr>
<td>• List by discipline</td>
</tr>
<tr>
<td>3) Appropriate data collection method to audience and need</td>
</tr>
<tr>
<td>• List by need, audience and strategy</td>
</tr>
<tr>
<td>4) Data analyzed and stored</td>
</tr>
<tr>
<td>• Detail procedures for each needs assessment</td>
</tr>
<tr>
<td>5) Data used to determine training and TA needs</td>
</tr>
<tr>
<td>• Detail for each needs assessment</td>
</tr>
<tr>
<td>6) Updated as needed</td>
</tr>
<tr>
<td>• List frequency of data collection for each needs assessment</td>
</tr>
<tr>
<td>7) Accessible to respondents and state and local programs</td>
</tr>
<tr>
<td>• Describe methods for review and retrieval of data</td>
</tr>
</tbody>
</table>
• Personnel Standards

Licensing, and certification of personnel who provide services to infants and young children with disabilities and their families
• Preservice

Preservice degree programs for personnel to provide services for infants and young children and with disabilities and their families
• **Inservice**

  Ongoing training for those personnel who provide services to infants and young children with disabilities and their families
• Technical Assistance

Specific skill enhancement for an individual or group need
• **Evaluation**
  
  • Formative and summative measures of CSPD component activities
Method:
Implementation Framework
To Facilitate the adoption of Effective Practices Through Strategic Planning for a CSPD
What Do We Mean by Implementation?

• A specified set of activities designed to put into practice a policy, activity, or program of known dimensions.

• Implementation processes are purposeful and defined in sufficient detail such that independent observers can detect the presence and strength of these “specified activities”
Major Themes in Implementation Literature

1. Assessing readiness and capacity
2. Structure of the implementation process
3. Engagement and buy-in
4. Program installation
5. Outcome evaluation and fidelity monitoring
6. Feedback and quality improvement
7. Innovation and adaptation
Through Strategic Planning
Principles of Strategic Planning

• Strategic planning is directed toward creating a future that could be, rather than reacting to a future that will be.

• The process of strategic planning is as important as the product because the process is designed to create understanding, consensus, and commitment through interactions of leaders and stakeholders.

• Strategic plans must be sufficiently broad to provide flexibility and sufficiently specific to provide direction for functional and operational planning.
The Strategic Planning Process: Key Characteristics

• Focused and Decision Related
• Future Oriented
• Fact-Based
• Avoids Over-Generalization
• Explores Alternative Solutions
• Reassesses Decisions Over Time
• Politically Realistic
VISION vis a vis Outcome

MISSION of the Group

CAPACITY of the State

OBJECTIVES AND ACTION PLAN

EVALUATION
Strategic Planning for a CSPD

1. Process by which CSPD:
   - Sets its direction
   - States its intent
   - Establishes parameters for implementation

2. CSPD should include:
   - Clear statement of the problem the strategic plan intends to address
   - Broad goal statement of what to be accomplished
   - Outcome-oriented objectives which move toward that accomplishment
   - Strategies and actions which will enable the accomplishment of objectives
   - Operational guidelines for implementation
Phase I Sequence

- Exploration
- Installation
- Initial Implementation
- Full Implementation
Phase II: Model Replication

We Will

Scale Up Effective Practices for Comprehensive and Integrated Early Childhood Systems of Personnel Development

AND EFFECT SUSTAINABLE CHANGE
WHEN WE……..

• Demonstrate a Reliable Relationship Between and Among Variables

• Replicate across........

• Evaluate Fidelity and Outcomes

• Isolate Model Components that are Effective Across Multiple Exemplars
Scaling UP a CSPD with Fidelity

• Accuracy of Procedures

• Consistency Across Users
TA Outcomes:
ECPC: Where Are We Now?

• Phase I Develop the Model CSPD

Delaware
Iowa
Kansas
Oregon
The Conclusion:

Personnel Can Have a Powerful Impact.... or NOT
Western Region – University of Oregon
Mid-Western Region - University of Kansas
South and Mid-Atlantic Region – Florida State University
Northeast Region – University of Connecticut
National Resource to:

• State Education Agencies (SEA)
• Lead Part C Agencies
• Other Early Care and Education Agencies
• Institutes of Higher Education (IHE)
• Other Entities
ECPC Guiding Principles

1. Evidence based interventions delivered with **fidelity** across providers and settings
2. High Quality Coordinated Pre-Service & In-service
3. Common set of evidence based, measurable, and authentic personnel standards across disciplines
4. Personnel preparation and professional development agencies are knowledgeable and skilled in EBP as implementation of strategies of adult learning.
5. Comprehensive System of Personnel Development as Quality Indicator
State chosen from the **Western Region** is **OREGON**
What Components of a CSPD are Currently Adequately Addressed within Oregon?

<table>
<thead>
<tr>
<th>CSPD Components</th>
<th>Part B &amp; C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Needs Assessment</td>
<td>No</td>
</tr>
<tr>
<td>Appropriate Licensing and Certification</td>
<td>Yes</td>
</tr>
<tr>
<td>IHE programs to provide pre-service training</td>
<td>Yes</td>
</tr>
<tr>
<td>Ongoing, Systematic and Effective PD inservice opportunities</td>
<td>No</td>
</tr>
<tr>
<td>Evaluation</td>
<td>No</td>
</tr>
<tr>
<td>A Data System for Personnel</td>
<td>No (In Development)</td>
</tr>
<tr>
<td>TA Availability</td>
<td>No</td>
</tr>
<tr>
<td>Dissemination</td>
<td>No</td>
</tr>
</tbody>
</table>

*Focus in Oregon is on building a system that is aligned and integrated with the larger Early Childhood Education (ECE) system rather than building a parallel system.*
Top CSPD Priorities for Oregon

- Needs assessment across disciplines
- Ongoing, systematic and effective professional development inservice opportunities
- Core set of standards for all professionals working within EI/ECSE (not discipline specific)
Theory of Change

High Quality CSPD (State System) → EC Leadership, Skills & Competencies → Improved EI & ECSE Services → Improved Child & Family Outcomes

ECPC Activities

- Technical Assistance & Dissemination
- Knowledge Development
- Leadership and Coordination
Develop a Framework Model

Needs Assessment
Personnel Standards
Inservice
Preservice
Evaluation
Technical Assistance

Showcase Exemplar Components and Processes

Augment Components If Needed
Support Needed for an Effective System Infrastructure

Implementation Teams

- State Level Personnel
- Higher Education
- PD Providers
- Organizations
- Policy Makers

Organized, Expert Assistance
Intensive State Partnership

CSPD

Sustainable

Integrated
• How to Ask a Question
  – You can ask a question by pressing the * then # key to request the floor. Questions will be answered in the order they are received.
  – Type your questions into the ‘Chat’ box below the slides and the moderator will read the questions.
Visit the Websites

- AUCD Website: [http://www.aucd.org](http://www.aucd.org)
- EIEC SIG Website: [http://www.aucd.org/eiec](http://www.aucd.org/eiec)

Questions about the EIEC SIG?

- EIEC SIG Co-Chairs
  - Mary Beth Bruder: bruder@uchc.edu
  - Corry Robinson: Cordelia.Rosenberg@ucdenver.edu

Questions about the Webinar?

- Anna Costalas: acostalas@aucd.org

*Please take a few minutes to complete our survey!*