



Early Childhood Personnel Center

**Cross-disciplinary Competencies:
Serving the Whole Child**

June 26, 2018

AUCD

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Early Childhood Personnel Center

to facilitate the implementation of

comprehensive systems

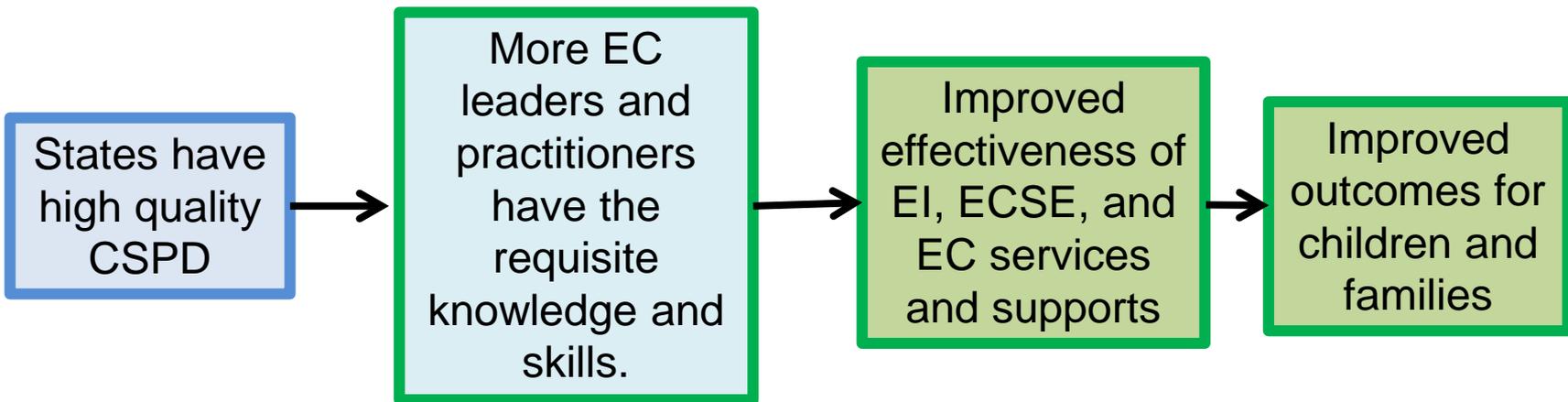
of personnel development (CSPD)

for all disciplines

serving infants and young children

with disabilities and their families

**How improved CSPD
leads to
improved outcomes:**

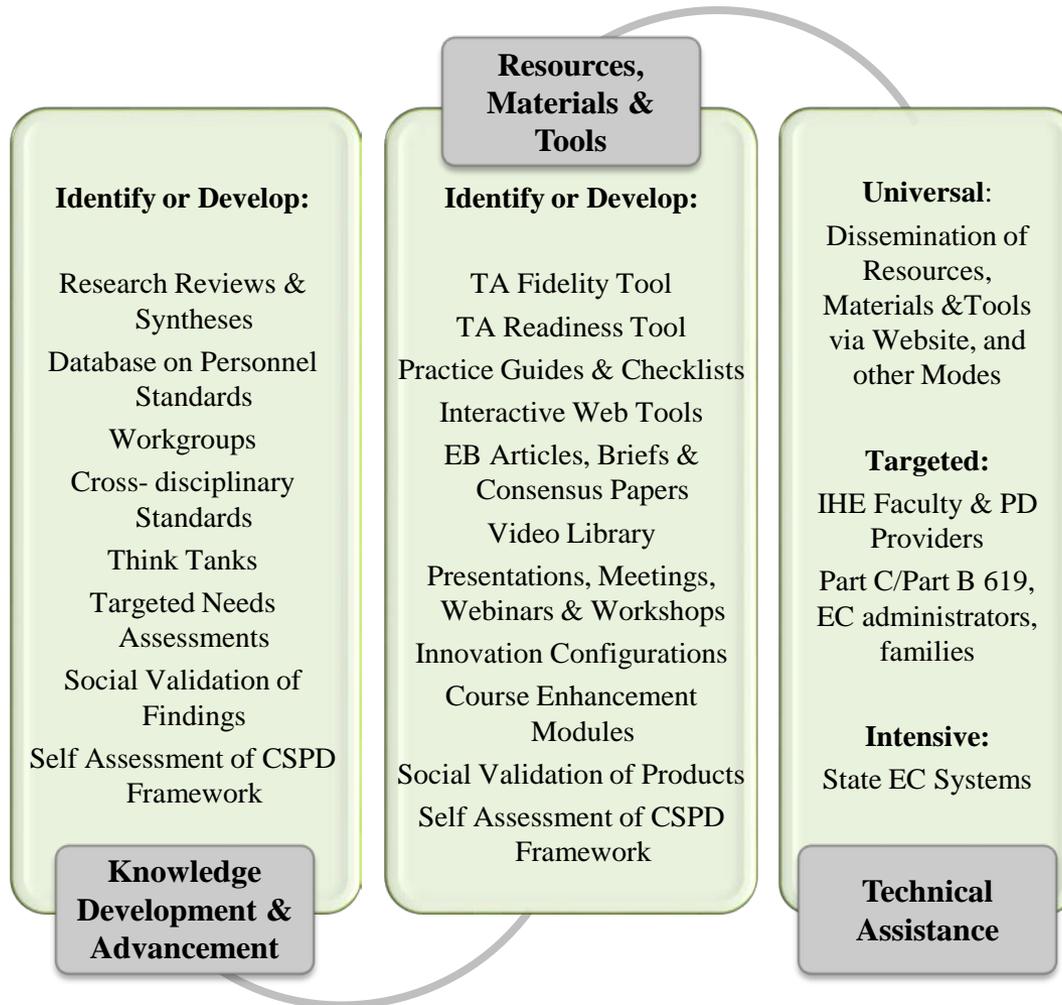


Personnel Can Have a
Powerful Impact....

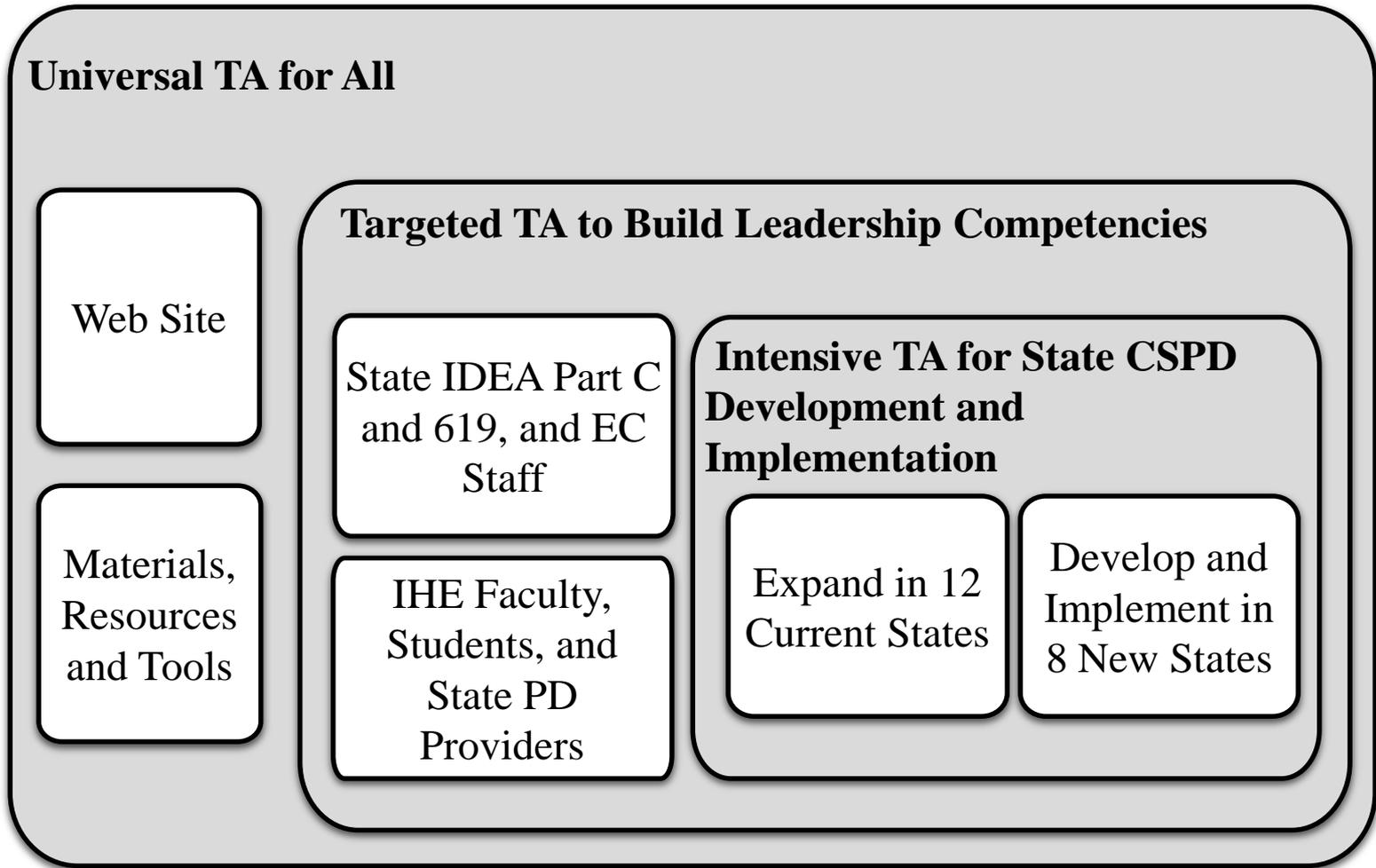
or, NOT

Outputs of the ECPC 2

- Knowledge Development
- Materials, Resources and Tools
- Technical Assistance
- Leadership and Collaboration
- Management and Evaluation



**ECPC Technical Assistance:
To Increase the Knowledge, Skills and Competencies
Of Those Serving infants and Young Children with Disabilities and their Families**



A Comprehensive System of Personnel Development

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

**is a *necessary*
quality indicator of
an early childhood service system**

Comprehensive System of Personnel Development



Personnel Standards

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

Select Which State(s) to Search.

If you don't have a preference, select "Any State".
Once you've made your selections, click "Continue"

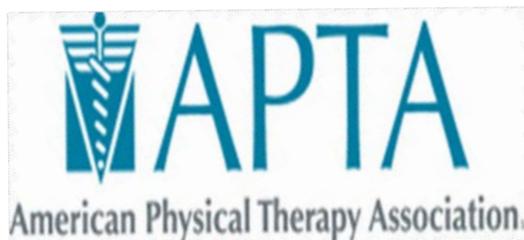


Cross Disciplinary Core Personnel Competency Areas & Indicators

Collaborators



Early Childhood Personnel Center



National Association for the Education of Young Children



Early Childhood Personnel Center

Cross-Disciplinary Core Competency Team

- **Council for Exceptional Children**
- **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**

Process of Cross-Discipline Competency Areas and Sub Areas

Organizations provided 1-10 documents

- Knowledge and skill statements, position statements, technical reports, systematic reviews, etc.

Two ECPC staff members grouped individual items into each of four multi-disciplinary competency areas through thematic analysis

- Categorizing process was iterative
 - Two staff reviewed, re-reviewed the groupings and re-grouped items based on discussion
 - ECPC Director reviewed groupings and subcomponent names for each of the four competency areas

Source Documents

AOTA	American Occupational Therapy Association. (2010). Standards of practice for occupational therapy. <i>American Journal of Occupational Therapy</i> , 64(6), S106-S111.
AOTA	American Occupational Therapy Association. (2013). <i>Occupational Therapy Practice Guidelines for Early Childhood: Birth Through 5 Years</i> . Bethesda, MD: AOTA Press.
AOTA	American Occupational Therapy Association. (2011). <i>Occupational Therapy Services in Early Childhood and School-Based Settings</i>
APTA	Chiarello, L., & Effgen, S.K. (2006). Updated competencies for physical therapists working in early intervention. <i>Pediatric Physical Therapy</i> , 18(2), 148-67.
APTA	American Physical Therapy Association. (2009). Minimum Required Skills of Physical Therapist Graduates at Entry-Level. BOD G11-05-20-49. Available from http://www.apta.org/Educators/Clinical/EducationResources/
APTA	Commission on Accreditation in Physical Therapy Education. (2015). <i>Standards and Required Elements for Accreditation of Physical Therapist Education Programs</i> . Available from http://www.capteonline.org/AccreditationHandbook/

Source Documents (continued)

ASHA	American Speech-Language-Hearing Association. (2008). Core knowledge and skills in early intervention speech-language pathology practice [Knowledge and Skills]. Available from www.asha.org/policy
ASHA	American Speech-Language Hearing Association. (2006). Roles, knowledge, and skills: audiologists providing clinical services to infants and young children birth to 5 years of age [Knowledge and Skills]. Available from www.asha.org/policy .
CEC	Council for Exceptional Children. (2014). Initial Preparation Standards. Available from https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards
DEC	Division for Early Childhood. (2014). Initial Specialty Set: Early Childhood Special Education/Early Intervention. Available from http://www.dec-sp.org/About DEC/Personnel Standards for Early Intervention and Early Childhood Special Education
NAEYC	NAEYC. (2009). Standards for early childhood professional preparation. Available from http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf
ZTT	Dean, A., LeMonie, S., & Mayoral, M. (2016). ZERO TO THREE Critical competencies for infant-toddler educators. Washington, DC: ZERO TO THREE.
ZTT	ZERO TO THREE. (2005). Cross-Sector Core Competencies for the Prenatal to Age 5 Field. Los Angeles: Author.

Methodology: Identification of Personnel Competency Areas & Sub-Areas

(April-May 2016)

Step	Description/Results
Document Identification	ECPC requested the document(s) containing the most current version of personnel standards from AOTA, APTA, AHSA, CEC, DEC, NAEYC and ZTT . Organizations provided between one and ten documents. Upon review, one document was identified as the organization’s personnel standards (i.e., knowledge and skill statements), with two organizations secondary document containing personnel standards. The remaining documents, including position statements, technical reports and overviews of systematic reviews, were identified as supportive documents.
Categorization of Standards by Competency Area	Two ECPC staff members (1 post doc and 1 research assistant) individually grouped each standard (n=752) into one of the four cross disciplinary personnel competency areas. Upon review, 96% of the items were coded the same between the two staff and remaining 4% of the items (n=27) were categorized by the ECPC Director. Two independent reviewers (early childhood professionals and graduate students in early childhood intervention) then conducted a review to ensure items had been properly assigned to the most relevant interdisciplinary category and identified 37 items (5%) of disagreement with the original coders. The ECPC Director reviewed these items and identified only 20 items (3%) to be re-categorized.

Methodology (continued)

Step	Description/Results
Identification of Personnel Competency Sub-Areas	The two ECPC staff members used a process of thematic analysis to group individual personnel standard items from each of four multi-disciplinary competency areas. All subcomponent titles were developed solely on the basis of the information in the personnel standard items. This categorizing process was iterative and the two staff reviewed and re-reviewed the categories once grouped, and re-grouped items based on discussion. The ECPC Director then reviewed the groupings and the subcomponent names for each of the four competency areas.

Methodology (continued)

Categorization of Standards by Cross-Disciplinary Competency Areas

Organization	Number of Items	Competency Areas			
		Family Centered Practice	Instruction/ Intervention	Collaboration & Coordination	Professionalism
Total	752	149	406	98	99
Percent		20%	54%	13%	13%
AOTA	40	1	20	6	13
APTA	40	8	17	11	4
ASHA	263	42	163	36	22
CEC	35	4	21	4	6
DEC	80	12	50	10	8
NAEYC	24	4	12	0	8
ZTT	270	78	123	31	38



Cross-Disciplinary Competency Areas

Family Centered
Practice

Intervention/Instruction
as Informed by Evidence

Coordination &
Collaboration

Professionalism



Family-Centered Practice is culturally competent practice in natural settings that involves and actively engages the family in decision-making and the provision of services/therapy.

Family Centered Practice

(number of organizations)

- Parent Partnership, Advocacy & Help-Giving (5)
- Parent Education in Child Development & Interventions (5)
- Family Involvement in Assessment (5)
- Cultural, Linguistic and Socioeconomic Competency (4)
- Family Systems Theory (4)
- Laws & Policies (3)
- Supporting Home Language Development (2)
- Stress, Trauma, & Safety (2)
- Parent/Caregiver Social Emotional/Attachment (2)
- Communicating with Families (2)

Example: Family Centered Practice

Family Involvement in Assessment

Organization	Personnel Standard
APTA	Evaluate family strengths, resources, concerns, and priorities: a) conduct family interview; b) select and administer supplemental family surveys
ASHA	Skills (ability): to interview families in family friendly, culturally competent manner to obtain background history
DEC	Integrate family priorities and concerns in the assessment process
NAEYC	Knowing about assessment partnerships with families and with professional colleagues
ZTT	Assesses family strengths and risk factors and connects the family to appropriate resources to both enhance the family's ability to build on their strengths and protect children and family members from risks

Evidenced Based intervention requires the use of scientifically based evidence to inform all screening, assessment, intervention/instruction and evaluation delivered to an individual child and family.

Databased intervention and instruction refers to the process of collecting data about a child's level of performance and designing and implementing a plan (e.g. IEP, IFSP) of instruction/ intervention that is evidence-based and focused on remediating a child's and family's needs.

Evidenced Based Intervention/Instruction

(number of organizations)

- Intervention (6)
- Assessment (6)
- Knowledge of Typical Child Development & Behavior (4)
- Communicating & Interpreting Assessment Results (4)
- Progress Monitoring (4)
- Evidence Based Practice (4)
- Health & Safety (4)
- IEP/IFSP (4)
- Knowledge of Risk Factors & Atypical Child Development (3)
- Accommodations & Adaptations (3)
- Service Delivery Models (2)

Example: Data-Based Intervention/Instruction *Assessment*

Organization	Personnel Standard
AOTA	An occupational therapist is responsible for all aspects of the screening, evaluation, and re-evaluation process
APTA	Use valid, reliable, and nondiscriminatory examination instruments and procedures for: a) identification and eligibility, b) diagnostic evaluation, c) individual program planning, d) documentation of child progress, family outcomes, and program impact
ASHA	Knowledge of methods of evaluation and assessment appropriate for the birth-to-3 population (including interview, parent report, observational, and criterion-referenced tools)
DEC	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations
NAEYC	Understanding the goals, benefits, and uses of assessment
ZTT	When available, uses evidenced-based screening, observation, and assessment tools and strategies to inform planning and provision of appropriate services for the unique needs of each individual child, including children with special needs and dual language learners

Coordination and collaboration

refers to working across professionals from other disciplines and community organizations in every facet of intervention/instruction with a child and family

Coordination & Collaboration

(number of organizations)

- General Teaming (5)
- Resource & Referrals (4)
- Effective Communication (3)
- Transitions (3)
- Teaming with Families (3)
- Role as a Consultant (3)
- Problem Solving (2)
- Leader of a Team (2)
- Medical Home (2)
- Positive & Respectful Relationships (1)

Example: Coordination & Collaboration

General Teaming

Organization	Personnel Standard
AOTA	An occupational therapy practitioner is an integral member of the interdisciplinary collaborative health care team. He or she consults with team and family members to ensure the client-centeredness of evaluation and intervention practices
APTA	Supervise personnel & professional students: a) monitor the implementation of therapy recommendations by other team members; b) establish a student clinical affiliation; c) formally & informally teach/train therapy staff
ASHA	Skills in implementing strategies to function as an effective member of an interdisciplinary programming team
DEC	Collaborate with caregivers, professionals, and agencies to support children's development and learning
ZTT	Collaborates with other service providers & provides information, guidance, & support to assist families caring for a child with special needs

Professionalism requires all who provide early childhood intervention to have knowledge and skills in the laws, policies, practices that govern their professional discipline. It also requires that all in early childhood intervention demonstrate professional ethics and advocacy with each infant, young child and family they work with. Professionals in early childhood intervention will also take responsibility to improve their knowledge and skills through professional development and self-reflection,

Professionalism

(number of organizations)

- Advocacy/Public Awareness (6)
- Laws, Policies & Practice Standards (5)
- Professional Development & Self-Reflection (5)
- Knowledge of the Field (5)
- Ethics (4)
- Administrative Leadership (3)
- Supervision (2)
- Communication (1)
- Wellness (1)

Example: Professionalism

Advocacy/Public Awareness

Organization	Personnel Standard
AOTA	An occupational therapy practitioner is an effective advocate for the client's intervention and/or accommodation needs
APTA	Promote public awareness of early-intervention services: a) disseminate information about the availability, criteria for eligibility, & methods of referral; b) collect & use data from multiple sources for child-find systems
ASHA	Skills in disseminating information related to early intervention services through a variety of print, media, technology, and professional organization networks
DEC	Advocacy for professional status and working conditions for those who serve infants and young children, and their families
NAEYC	Engaging in informed advocacy for children and the profession
ZTT	Understands & takes leadership in advocating for families & young children with special needs at the programmatic, local, state, & federal levels

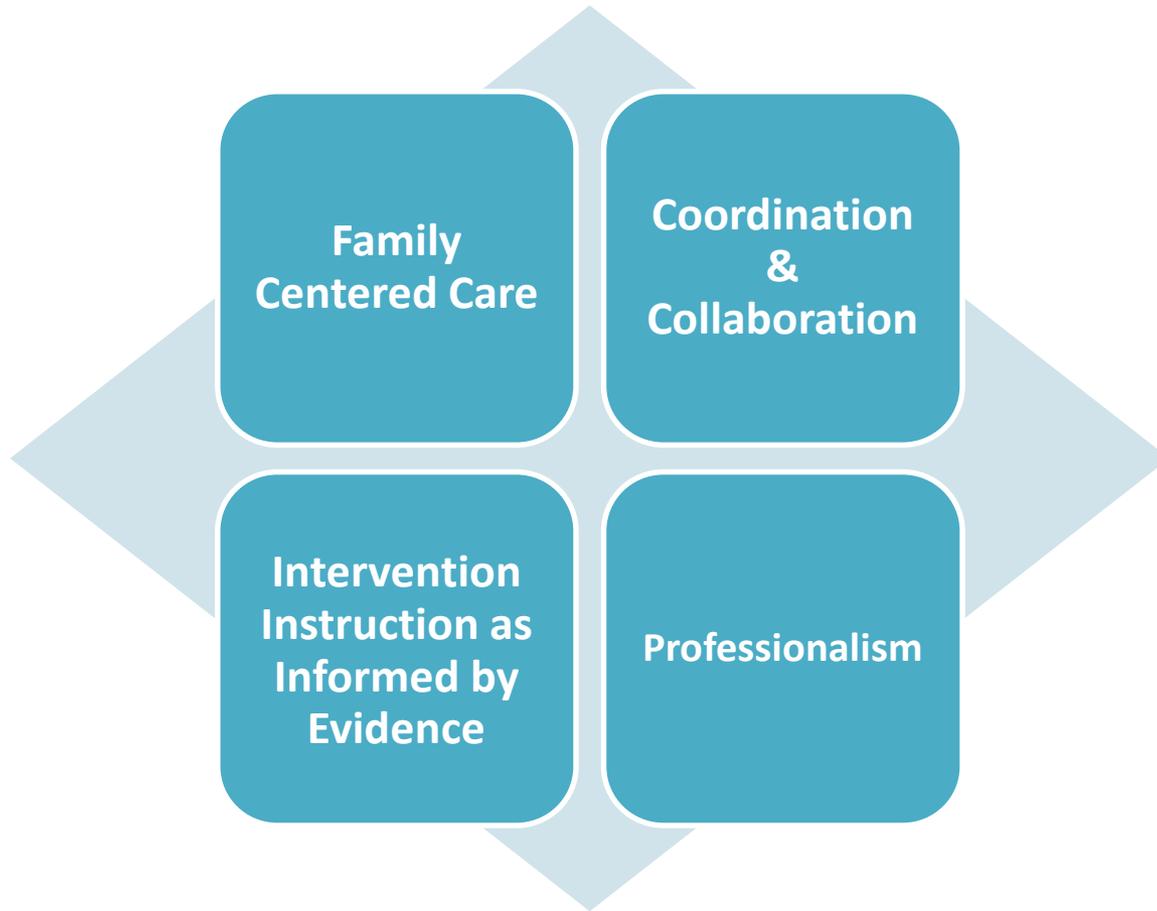


Example (continued)

Professionalism: *Advocacy/Public Awareness*

Organization	Personnel Standard
CEC	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
DEC	Advocacy for professional status and working conditions for those who serve infants and young children, and their families
NAEYC	Engaging in informed advocacy for children and the profession
ZTT	Understands and takes a leadership role in advocating for families and young children with special needs at the programmatic, local, state, and federal levels

Core Competencies across Disciplines



AND.....

Alignment of NAEYC/CEC Personnel
Standards for early childhood/early
childhood IHE programs for IHE
accreditation by CAEP

Approved 2017

Collaborators



Early Childhood Personnel Center



Council for
Exceptional
Children

The voice and vision of special education



National Association for the
Education of Young Children



Division for
Early
Childhood

of the Council for Exceptional Children



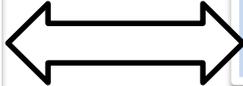
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NAEYC, CEC, DEC Standards: What Was Aligned?



NAEYC Standards for Early Childhood Professional Preparation
Birth through Age 8

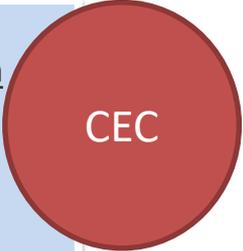
- Initial Preparation Standards
 - 6 standards; 22 key elements
- Advanced Preparation Standards
 - 6 standards, 23 key elements



Special Educator Professional Preparation Standards

Birth through Age 21

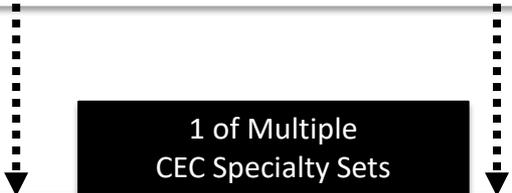
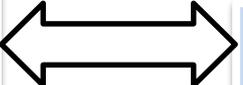
- Initial Preparation Standards
 - 7 standards, 28 key elements
- Advanced Preparation Standards
 - 7 standards, 28 key elements



Early Childhood Special Education
Birth through Age Eight

- Initial Specialty Set
 - 23 knowledge statements; 57 skills statements
- Advanced Specialty Set
 - 9 knowledge statements; 21 skills statements

1 of Multiple CEC Specialty Sets



Next Steps

- Jointly develop articles for IYC journal special issue: due 9/2018
- Other peer reviewed articles?
- Guidelines and checklists for practitioners
- Development of cross disciplinary materials for dissemination and training: Exemplars: case studies; e-lessons with video for IHE faculty, administrators and practitioners
- Presentations conferences across disciplines