

The Early Childhood Personnel Center: Building Comprehensive Systems of Personnel Development

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Early Childhood Personnel Center

www.ecpcta.org

Objectives

- Identify discipline-specific personnel competencies in early childhood intervention
- Review resources that have been developed to support the use of the Cross Disciplinary Competencies



WORKING HARD
FOR SOMETHING WE
DONT CARE ABOUT
IS CALLED STRESS.
WORKING HARD FOR
SOMETHING WE LOVE
IS CALLED PASSION.

HIBRID



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Early Childhood Personnel Center

To provide *Technical Assistance*
to facilitate the implementation of
Comprehensive Systems
of Personnel Development (CSPD)
for **all** disciplines
serving infants and young children
with disabilities and their families



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QUALIFIED PERSONNEL IN IDEA

Part C (ages 0-3)

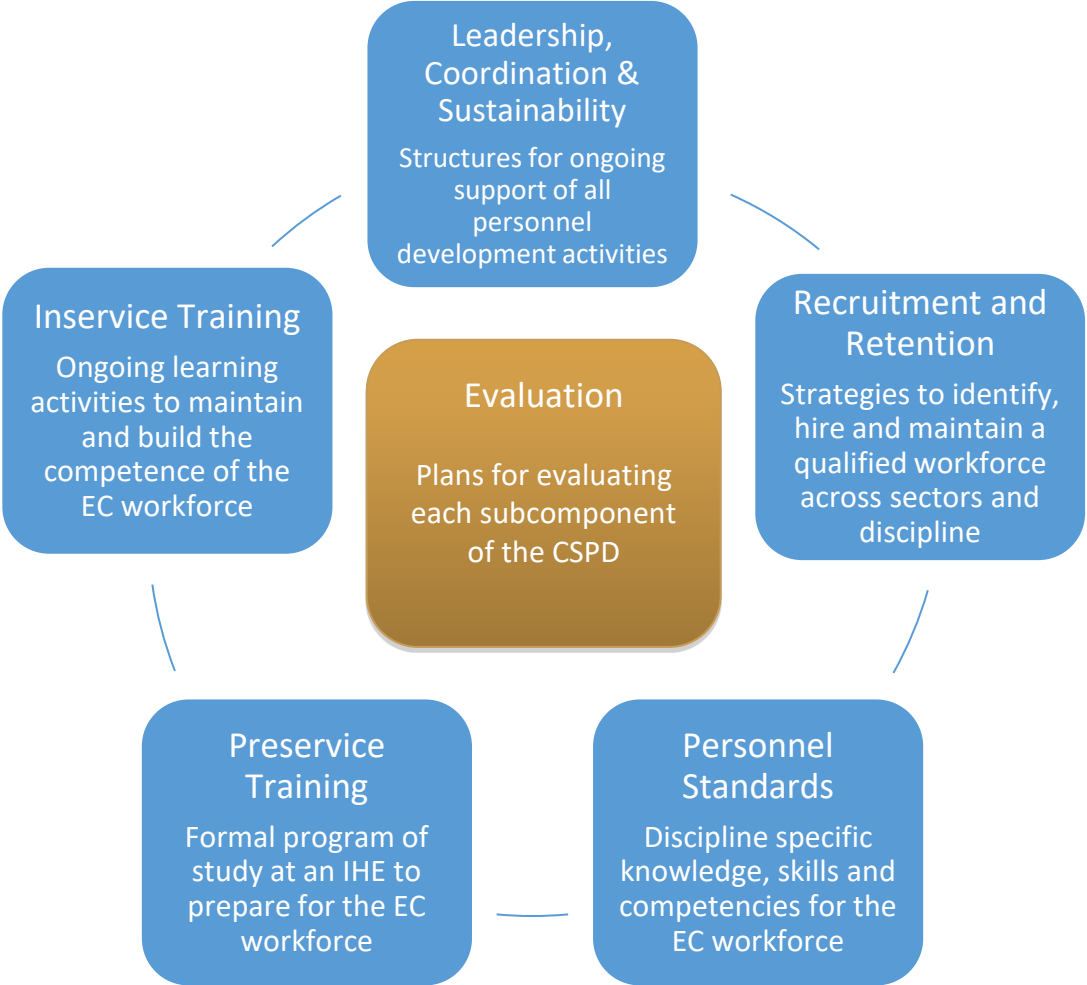
- Special Educators;
- Speech-Language Pathologists and Audiologists;
- Occupational Therapists;
- Physical Therapists;
- Psychologists;
- Social Workers;
- Nurses;
- Nutritionists;
- Family Therapists;
- Orientation and Mobility Specialists; and
- Pediatricians and other Physicians;

Part B (ages 3-5)

- Special Education;
- General Education;
- Related Service Personnel:
 - Speech-Language Pathologists and Audiologists;
 - Occupational Therapists;
 - Psychologists;
 - Physical Therapists;
 - Recreational Therapists;
 - Social Workers;
 - Counseling services;
 - Orientation and Mobility Specialists, and
 - Pediatricians and other Physicians, except that such medical services shall be for diagnostic and evaluation purposes only



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Cross Disciplinary Initiative

To develop core competencies and indicators for all disciplines providing services to infants and young children eligible for IDEA, across settings.



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Cross Disciplinary Work Group

- Council for Exceptional Children (CEC)
- Division for 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 (ZTT)



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Methodology

- Establish Stakeholder Group
- Draft Core Areas & Sub-areas
- Review Preliminary Areas & Sub-areas
- Identify Personnel Standards and Practice Documents Across Disciplines
- Align and Categorize into Competency Areas
- Define Personnel Competency Areas
- Final Review and Revision of the Four Areas into Observable and Measurable Competencies



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Family Centered Practice

- Develops a partnership with each child's caregiving family to support their participation in their child's intervention and learning
- Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic and socioeconomic backgrounds
- Supports families in their caregiving role
- Includes the family in all components of the early childhood intervention service delivery process
- Provides information, guidance and education to families about a) child development and their child's health and safety needs
- Provides information, guidance and education to families about regulations, policies, and procedures for eligibility, intervention, and transitions under IDEA and other early childhood programs
- Provides information, guidance and education to families about early childhood intervention and inclusive service delivery models
- Together with the family, identifies the family's strengths, need, concerns and priorities
- Prepares the family to participate and contribute to the development, implementation and evaluation of their child's IFSP or IEP, including transition options
- Refers families to resources and services to help them meet the needs of their child, their family and themselves
- Provides information to the family about parental rights and safeguards and how to advocate for themselves, their family and their child



Coordination and Collaboration

- Uses effective communication skills (listening, information and resources with service agencies speaking, writing)
- Shares Demonstrates leadership at meetings with service providers and agencies to facilitate a team approach to early childhood intervention
- Demonstrates negotiation skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family
- Collaborates with the family, service providers and agencies to develop, implement, monitor (and revise when necessary), an Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP), or an intervention or learning plan
- Collaborates with service providers and agencies to identify roles and responsibilities when delivering during intervention
- Coordinates the delivery of early childhood intervention services, resources and supports with service providers and agencies
- Facilitates transitions from the Part C or 619 programs to another program with the family and service providers from different disciplines and agencies

Evidence Based Intervention

- Implements evidence-based assessment and intervention practices which includes the collection of data to make decisions and document child and family progress
- Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process
- Uses 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
- Identifies and includes evidenced based practices on the intervention plan (IEP/IFSP)
- Uses evidenced based practices during interventions with a child, family and/or other caregivers/teachers
- Incorporates evidenced based practices across learning opportunities (activities and routines) within the child's home, community and classroom
- Uses evidenced based accommodations, modifications and adaptations to enable a child to participate and learn in inclusive school and community environments
- Systematically collects and uses data to monitor child and family progress to revise intervention plans as necessary and document intervention effectiveness

Professionalism

- Follows all IDEA and professional discipline policies, advocacy guidelines, ethics codes and practice standards for early childhood intervention
- Demonstrates ethical decision making and professional behavior
- Demonstrates knowledge of one's own discipline practice standards and guidelines
- Demonstrates awareness of other disciplines practice standards and guidelines for early childhood intervention
- Uses self-reflection and professional development to stay in evidenced based disciplinary and interdisciplinary practices
- Learns from, with, and about all team members within an interprofessional collaborative practice framework
- Uses collaborative consultation practices when working with service providers and families
- Mentors, teaches and provides performance feedback and reflective supervision to other service providers
- Demonstrates disciplinary and interdisciplinary leadership skills in the field of early childhood intervention.
- 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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USER GUIDE

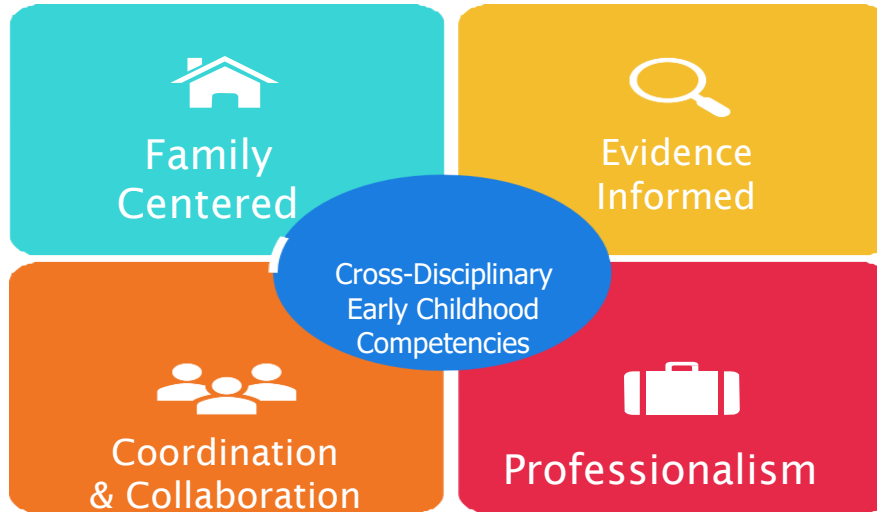
Applying Cross-Disciplinary Early Childhood Practice

Promoting Learning and Teaming



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These case studies illustrate the cross-disciplinary competencies for use by Higher Education faculty and Professional development staff. It can be used for state and local in-service trainings, professional development, and higher education.

[Case Study Maria - Professionalism](#)

[Case Study Aiden - Coordination Collaboration](#)

[Case Study Antonia - Family Centered Practice](#)

[Case Study Robert - Evidence Based Intervention](#)

Case Study

Key Indicators

In this story, Maria, and her family, along with the IFSP team demonstrate key indicators of the cross-disciplinary early childhood practice of Professionalism.

Specific behaviors include:

- Demonstrating ethical decision-making and professional behavior as an early childhood interventionist,
- Demonstrating knowledge of the early childhood intervention field and their discipline's practice standards and guidelines,
- Demonstrating awareness of other disciplinary practice standards and guidelines in early childhood intervention,
- Learning from, with, and about all team members within an interprofessional collaborative practice framework,
- Using self-reflection and professional development to stay current in evidenced based disciplinary and cross-disciplinary practice,
- Engaging in collaborative consultation practices when working with service providers and families,
- Mentoring, teaching, and providing feedback and reflective supervision to other early childhood interventionists throughout the intervention process,
- Using effective advocacy skills to improve ECI; and
- Providing disciplinary and cross-disciplinary leadership in the field of ECI.

Maria and Her Family and Important Adults

Maria García (4) was born prematurely and required a 2-month stay in a neonatal intensive care unit (NICU) after she was born. She has a diagnosis of hydrocephalus with a shunt and is followed for medical care at a neurology clinic at the local children's hospital.

Discussion and Resources

The key indicators of Professionalism are listed as 9 bulleted items. Highlight in the story when each of these indicators are demonstrated/operationalized. Does Maria's story illustrate them all? Note how frequently these behaviors are demonstrated. Compare your findings in small groups. Is there agreement in your group that professionalism was adequately demonstrated? Why or why not?

Review the ethical standards, guidelines, principles from your discipline. How do these align with other disciplines and do they support the decision process used by Maria and her team?

What is the definition of "early childhood interventionist" and how is this term used in practice and in academia? Do all members of the team identify with this term? Why or why not?

Review documents from your professional association that supports the cross-disciplinary competency areas.

How is the level of understanding about the other disciplines and their contributions measured and monitored? How does this understanding align with the WHO tenets of interprofessional practice (IPP)?

[IPEC Core Competencies](#) - What are the potential benefits of a greater understanding? What practical solutions can foster this understanding? What orientations are provided and how frequently? Who is involved in the training? How might training be adjusted based on logistical challenges such as staffing changes?

Compare/contrast various terminology such as cross-disciplinary, interdisciplinary, multidisciplinary, and transdisciplinary. Which of these terms best describe the way you currently collaborate with other disciplines? How do you exchange communication with other disciplines, and provide feedback?

How might an unexpected premature birth of a child require an extended stay in the NICU impact a family? How do we serve as advocates for families who have infants in the NICU? [Consider this story](#)

How might Sofia's well-being be impacted by the presence of ongoing serious adversity, including the premature birth of her baby? Why is it important to support her mental health as a means to optimize her child's developmental outcomes? [Read about the impact of maternal](#)

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MODULE ONE

Exploring the Four Cross- Disciplinary Competency Areas

Exploring the Four Cross-Disciplinary Competency Areas

01

Log your reflections as you read each of the four case studies.

02

Answer the probing questions that follow each case study.

03

Discuss your answers in small groups with other providers or students. What practice successes and challenges can you identify?

04

Compare/contrast the answers collected by team and by discipline. Can you find any patterns in the responses? Do the answers shift based on level of provider experience, by region, or other criteria?

Exploring the Four Cross-Disciplinary Competency Areas

CROSS-DISCIPLINARY EARLY CHILDHOOD PRACTICE

Log your reflections

CASE STUDY

Maria

Robert

Aiden

Antonia

MODULE TWO

Exploring the Case Studies for Deeper Context and Meaning

Exploring the Case Studies for Deeper Context and Meaning

01

Review the discussion and resources column of the four case studies.

02

Compare/contrast your answers and comments from Module One with those in the discussion and resources column. What new information unfolded? Were you aware of some of the suggested resources?

03

Discuss your answers and comments in small groups with other providers and/or students. What is the level of agreement with the comments in the groups?

04

Discuss the four case studies in terms of authenticity. How do these case studies compare with your own experiences?

05

Explore some of the links offered as comments in the discussion and resources column. What opportunities exist to share such resources with other stakeholders? Identify and discuss a resource that may influence the answers and decisions the group previously discussed.

Exploring the Case Studies for Deeper Context and Meaning

CROSS-DISCIPLINARY EARLY CHILDHOOD PRACTICE

Do you believe that the case studies present an accurate portrayal of current team practices—why or why not? Compare/contrast the answers collected by team and by discipline. Can you find any patterns in the responses? Do the answers change based on level of provider experience, by region, or other criteria?

Compare/Contrast	Patterns	Comments

MODULE THREE

Reflecting from Multiple Perspectives

Reflecting from Multiple Perspectives

01

On a scale of 1-5, rate your baseline knowledge of the roles and responsibilities of the various team members. (i.e., OT, PT, SLP, Family, and Educators). You should rate each team member separately.

02

Read the case studies from each team member's specific point of view.

03

Explore the [websites](#) of each of the seven National Professional Organizations engaged in the cross-disciplinary competency work.

04

Read the article published in the *Infants and Young Children* journal written by representatives of each of the National Professional Organizations. [Link to article](#)

05

Conduct a five-minute interview with one stakeholder outside of your own profession. Include this question in your interview, "What distinct value does your profession/role bring to the early childhood team?"

06

Revisit each of the four case studies by listing actions conducted by the various team members. How do these actions reflect the roles and responsibilities listed in the articles and discussed during the interview?

07

Compare your answers with others in small groups or teams. Compare/contrast the answers collected by team and by discipline. Can you find any patterns in the responses? Do the answers shift, based on level of provider experience, by region, or other criteria?

08

On a scale of 1-5, rank your knowledge of the roles and responsibilities of the various team members for a second time. Has the score changed—why or why not?

Reflecting from Multiple Perspectives

CROSS-DISCIPLINARY EARLY CHILDHOOD PRACTICE
Interview

Five-minute interview





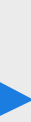
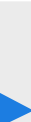
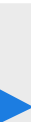
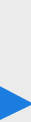
“What distinct value does your profession/role bring to the early childhood team?”

MODULE FOUR

Crosswalking Each Case Study and Competency Area

Crosswalking Each Case Study and Competency Area

CROSS-DISCIPLINARY EARLY CHILDHOOD PRACTICE

	 Family Centered	 Evidence Informed	 Coordination & Collaboration	 Professionalism
Maria 	Family socio cultural needs are explored	Ongoing data collection and progress monitoring are used to assess performance	Reflection and problem solving are conducted during team meetings	Professional development is offered to build team knowledge and understanding.
Robert 	The IFSP goals reflect family desires and priorities	A baseline of the family's strengths and concerns includes interviews and validated, standardized assessments.	Together, the team discusses and agrees on a service plan	The team responds quickly to meet the family's changing priorities.
Aiden 	Meetings are held at a location convenient for the caregiver to best meet the needs.	In accordance with policy and best practice, transition timeline is identified as a key area to be addressed.	The team meets regularly with different disciplines and coordinates with agencies.	The team responds respectfully to conversations that present different points of view.
Antonia 	Services are offered in a variety of environments to accommodate the specific preferences of the caregiver.	There can be investigation of the research and practice associated with a specific condition such as cerebral palsy	A chart is developed to coordinate family priorities, interventions, and outcomes	A trusting relationship develops between provider(s) and caregiver.

CASE STUDY

Crosswalking Each Case Study and Cross-Disciplinary Competency Area

01

Review the chart that crosswalks all four core competencies across the four case studies.

02

Find additional actions embedded in each of the four case studies that illustrate the four cross-disciplinary competencies.

03

Compare your answers with others in small groups or teams. Compare/contrast the answers collected by team and by discipline. Can you find any patterns in the responses? Do the answers shift based on level of provider experience, by region, or other criteria?

04

Is it realistic that each case study demonstrates all four cross-disciplinary competency areas? Why or why not?

MODULE FIVE

Building Leadership

Building Leadership

01

Complete the Building Leadership chart with actionable steps to strengthen your application of the four cross-disciplinary early childhood core competencies.

02

Develop a timeline to predict the launch of the steps. Consider the support necessary for implementation (i.e., cost, time, staff input).

03

Discuss your plan with your team. How can the team collaborate to institute the steps? Do you predict that the steps could benefit families directly? What specific family outcomes might be enhanced through this effort?

04





Keep a log and measure your progress in each of the four cross-disciplinary areas.

05

Discuss your efforts with the team. What innovations can be offered at your setting to institute the four cross-disciplinary competencies with more frequency and regularity?

Building Leadership

CROSS-DISCIPLINARY EARLY CHILDHOOD PRACTICE

	 Family Centered	 Evidence Informed	 Coordination & Collaboration	 Professionalism
IFSP Team Actions				
Your Individual Actions				
A Family Story				

CONCLUSION

Individuals providing services in early childhood require the knowledge to demonstrate professional and ethical behavior; collaborate with families, caregivers, and team members; be family centered; and implement evidence-based interventions. This guide is a resource to enhance one's early childhood knowledge and practices through the application of the identified core cross-disciplinary competencies. These areas contribute to the implementation of a cross-disciplinary model of intervention for all infants, children, and families.

ECPC provides numerous resources and materials relating to the cross-disciplinary competency areas and continuing professional development activities. The ECPC will continue to create guides and exemplars of practice surrounding the core cross-disciplinary competencies.

Resources:

[Cross-Disciplinary Competencies](#)

[ECPC Cross-Disciplinary Competency Areas and Indicators Table](#)

[Finding a Common Lens: Competencies Across Professional Disciplines Providing Early Childhood Intervention](#)

[The Development of Core Cross Disciplinary Early Childhood Competency Areas](#)

Professional Organizations:

[American Occupational Therapy Association \(AOTA\)](#)

[American Physical Therapy Association \(APTA\)](#)

[American Speech-Language-Hearing Association \(ASHA\)](#)

[Council of Exceptional Children \(CEC\)](#)

[Division for Early Childhood \(DEC\)](#)

[National Association for the Education of Young Children \(NAEYC\)](#)

[ZERO TO THREE](#)

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For State Systems Serving Infants and Young Children
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