

Early Childhood Personnel Center

Cross Disciplinary Competencies Purpose With Passion

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Early Childhood Personnel Center

Who is on the Panel?

- **Early Childhood Special Education**

Mary Beth Bruder

Peggy Kemp

- **Family Member**

Darla Gundler

- **Physical Therapy**

Toby Long

- **Speech and Language Pathology**

Christy Kavulic



Vision for Early Childhood Workforce

- An early childhood workforce that has the competencies to deliver high-quality services and inclusive programs to improve outcomes for young children with disabilities and their families



Vision for Early Childhood Workforce

- Focus on the whole child knowing that development happens across domains
- Focus on development within the context of the family
- Collaboratively design and deliver evidence-based interventions in natural environments and inclusive early childhood settings

Part D of the Individuals with Disabilities Education Act

- The purposes of the Personnel Development to Improve Services and Results for Children with Disabilities are to:
 - (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, with disabilities; and
 - (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

Personnel Preparation Programs

- Annually, OSEP awards approximately **2.5 million** in new grants for early childhood personnel preparation:
 - Prepare practitioner-level personnel at the master's, educational specialist, or clinical doctoral degree level in special education, early intervention, or related services within an **interdisciplinary approach**

Database of Discretionary Grants:

<https://publicddb.osepideasthatwork.org>

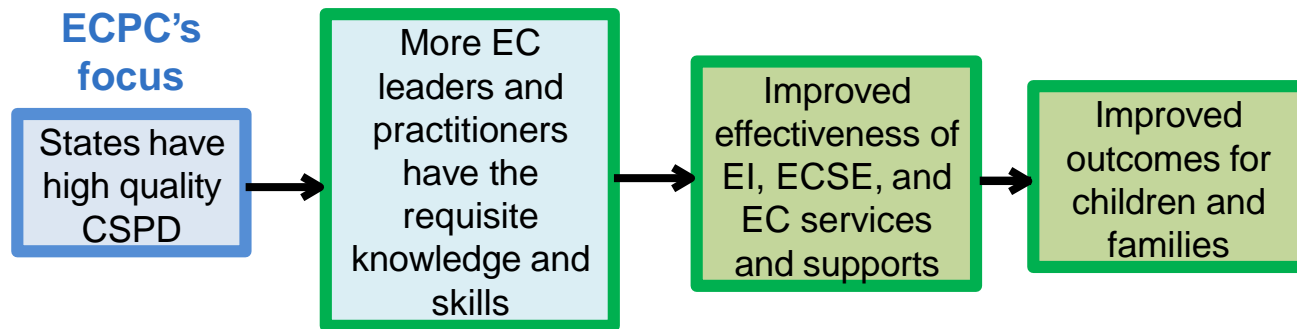
Personnel Preparation Programs

- “interdisciplinary preparation” is a requirement for practitioner level preparation
 - preparing scholars from two or more graduate degree programs in either (a) special education or early intervention and one or more related services or (b) two or more related services through shared coursework, group assignments, and coordinated field experiences

Professional Experience

- Interdisciplinary preparation as a master level speech-language pathologist
- Prepared me to work on interdisciplinary teams
- Important for speech-language pathologists to be engaged in interdisciplinary preparation
 - Communication development is a primary concern
 - Shortage of speech-language pathologists

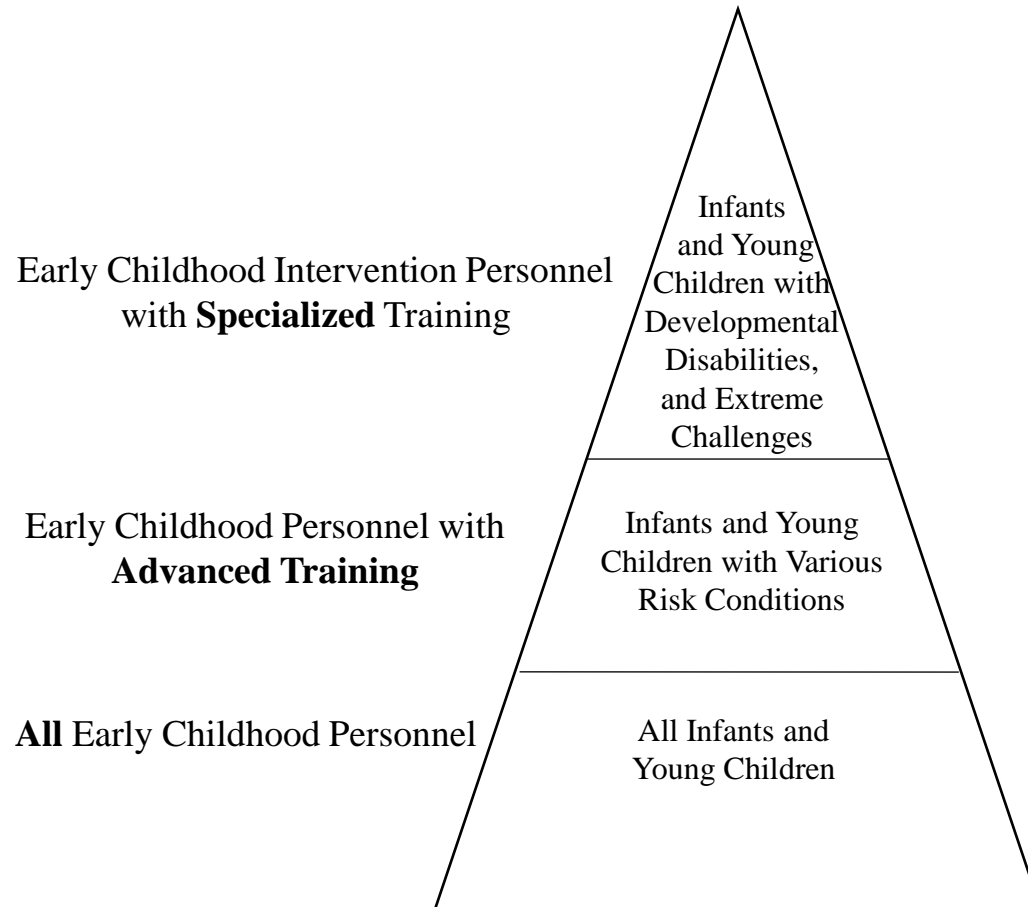
If we want improved outcomes for infants and young children with disabilities and their families, then.....



Theory of Action

How improved CSPD leads to improved outcomes

Continuum of Early Childhood Personnel Competence



QUALIFIED PERSONNEL IDENTIFIED 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;

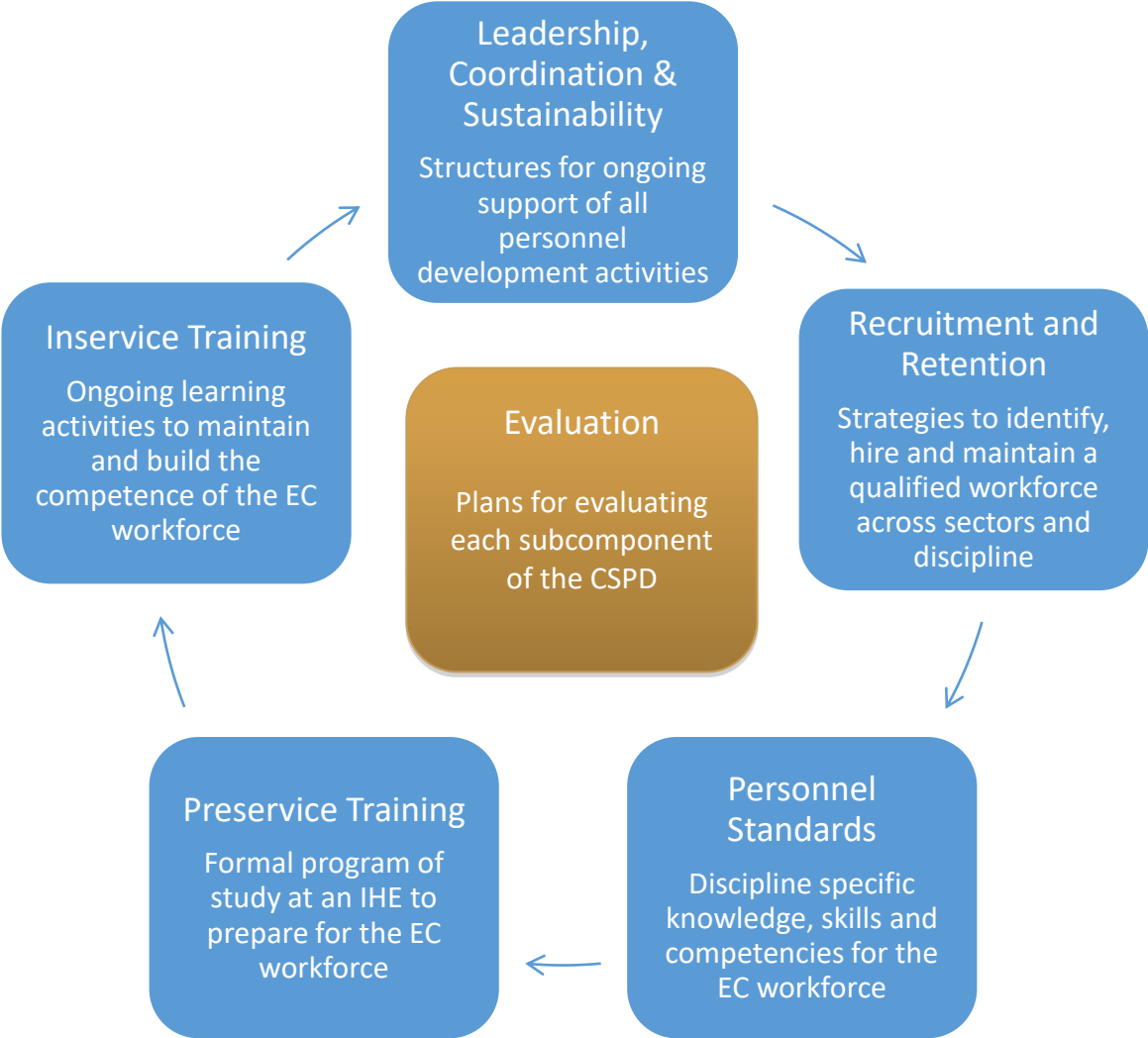
Part B (ages 3-5)

- 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

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

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Cross-Disciplinary Core Competency Identification

- **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**

Methodology: Identification of Personnel Competency 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, 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=712) 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)

Categorization of Standards by Cross-Disciplinary Competency Areas					
Organization	Number of Items	Competency Areas			
		Family Centered Practice	Data-based Instruction/ Intervention	Collaboration & Coordination	Professionalism
Total	712	133	395	88	96
Percent		19%	55%	12%	13%
AOTA	40	1	20	4	15
APTA	35	7	17	4	7
ASHA	263	35	167	35	26
DEC	80	10	53	9	8
NAEYC	24	3	15	0	6
ZTT	270	77	123	36	34

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.

Family Centered Practice

(number of organizations)

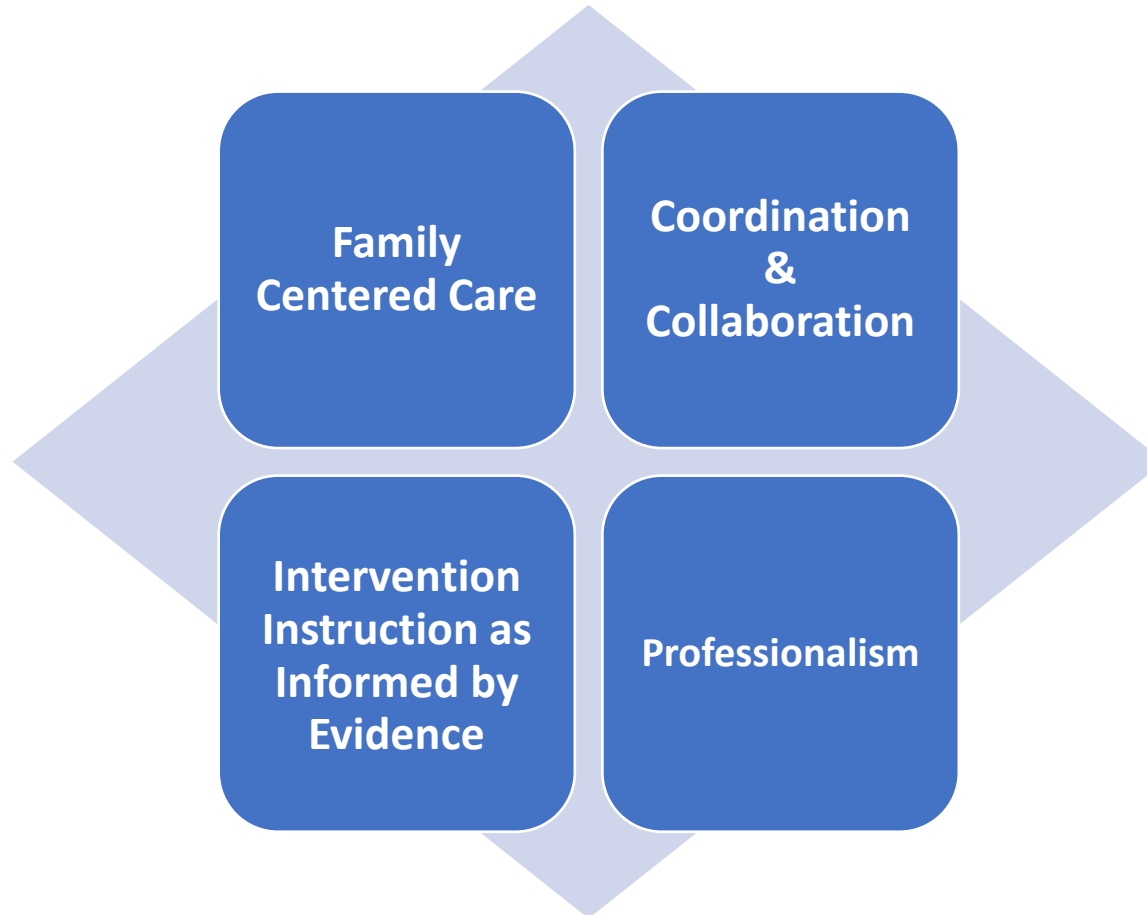
- Parent Partnership, Advocacy & Help-Giving (5)
- Parent Education in Child Development & Interventions (5)
- Family Involvement in Assessment (5)
- Cultural, Linguistic and Socioeconomic Competency (4)
- Family Systems Theory (4)
- Laws & Policies (3)
- Supporting Home Language Development (2)
- Stress, Trauma, & Safety (2)
- Parent/Caregiver Social Emotional/Attachment (2)
- Communicating with Families (2)
- Nutrition (1)

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

Core Competencies across Disciplines



Family-Centered Practice

The delivery of culturally competent and family-responsive early childhood intervention that respects and facilitates a family's active partnership and participation in the assessment, planning, implementation, and monitoring of the interventions delivered to their child and themselves.

Evidence-Based Intervention

The use of scientifically based evidence to inform all screening, assessment, intervention, and evaluation practices implemented with a child and family, and the collection of reliable data to document, monitor, and make decisions about the effectiveness of the intervention practices used with each individual child and family.

Coordination & Collaboration

The alignment of early childhood services, interventions, and community resources to support a collaborative, cross-disciplinary, and cross-agency service delivery process for infants and young children with disabilities and their families.

Professionalism

The application of ECI and discipline-specific laws, policies, ethical standards, and practice guidelines by service providers who take responsibility for continued learning through self-reflection and professional development, which they share with others through teaching, mentoring, and coaching, and the demonstration of advocacy and leadership skills at the local, state, and national levels.

Overview of Competency Area Indicators

Coordination & Collaboration	Family-Centered Practices	Evidence-Based Intervention	Professionalism
<ul style="list-style-type: none"> Coordinates and collaborates with the family and service providers across disciplines and agencies throughout the service delivery process Uses effective communication skills (listening, speaking, writing) with others Shares information and resources with service providers and agencies Coordinates the delivery of early childhood intervention services, resources, and supports with service providers and agencies Collaborates with service providers and agencies to facilitate a team approach to early childhood intervention 	<ul style="list-style-type: none"> Builds a relationship and a partnership with each child's caregiving family to support their participation in their child's intervention and learning Supports families in their caregiving role of their child Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic, and socioeconomic backgrounds Includes the family in all components of the early childhood intervention service delivery process Provides information, guidance, and education to families about 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 	<ul style="list-style-type: none"> 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 evidence-based practices on the intervention plan (IEP/IFSP) Uses evidence-based practices during interventions with a child, family, and/or other caregivers/teachers 	<ul style="list-style-type: none"> 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-specific practice standards and guidelines Demonstrates awareness of other discipline's practice standards and guidelines for early childhood intervention Learns from, with, and about all team members within an interprofessional collaborative practice framework Uses self-reflection and professional development to stay current in evidence-based disciplinary and interdisciplinary practices

Overview of Competency Area Indicators (continued)

Coordination & Collaboration	Family-Centered Practices	Evidence-Based Intervention	Professionalism
<ul style="list-style-type: none"> • 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 • Collaborates with service providers and agencies to identify roles and responsibilities when delivering intervention • Demonstrates negotiation and leadership skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family • Facilitates transitions from the Part C or 619 programs to another program with the family and service providers from different disciplines and agencies 	<ul style="list-style-type: none"> • Provides information, guidance, and education to families about early childhood intervention and inclusive service delivery models • Collaborates with the family to identify 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 	<ul style="list-style-type: none"> • Incorporates evidence-based practices across learning opportunities (activities and routines) within the child's home, community, and classroom • Implements evidence-based assessment and intervention practices, which includes the collection of data to make decisions and document child and family progress • Uses evidence-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 	<ul style="list-style-type: none"> • 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 at the service delivery, program administration, and systems level of early childhood intervention. • Advocates at the local, state, and national levels for high-quality, timely, and effective early childhood intervention services to improve outcomes for children and families

Professional Experience

- Prepared as a special education teacher with as a psychology major
- On the job training on interdisciplinary teams
- Graduate training in interdisciplinary ECI as a special educator

New Initiatives That Will Impact Standards

Power to the Profession:

Defining The Profession

DEC Standards:

Defining Our Specialization

DEC Standards Development: ECSE

The CEC Board of Directors has charged DEC with exploring the value and necessity of developing Professional Early Childhood Special Education (ECSE) Standards, Birth through 8 years, in accordance with CAEP standards development guidelines.

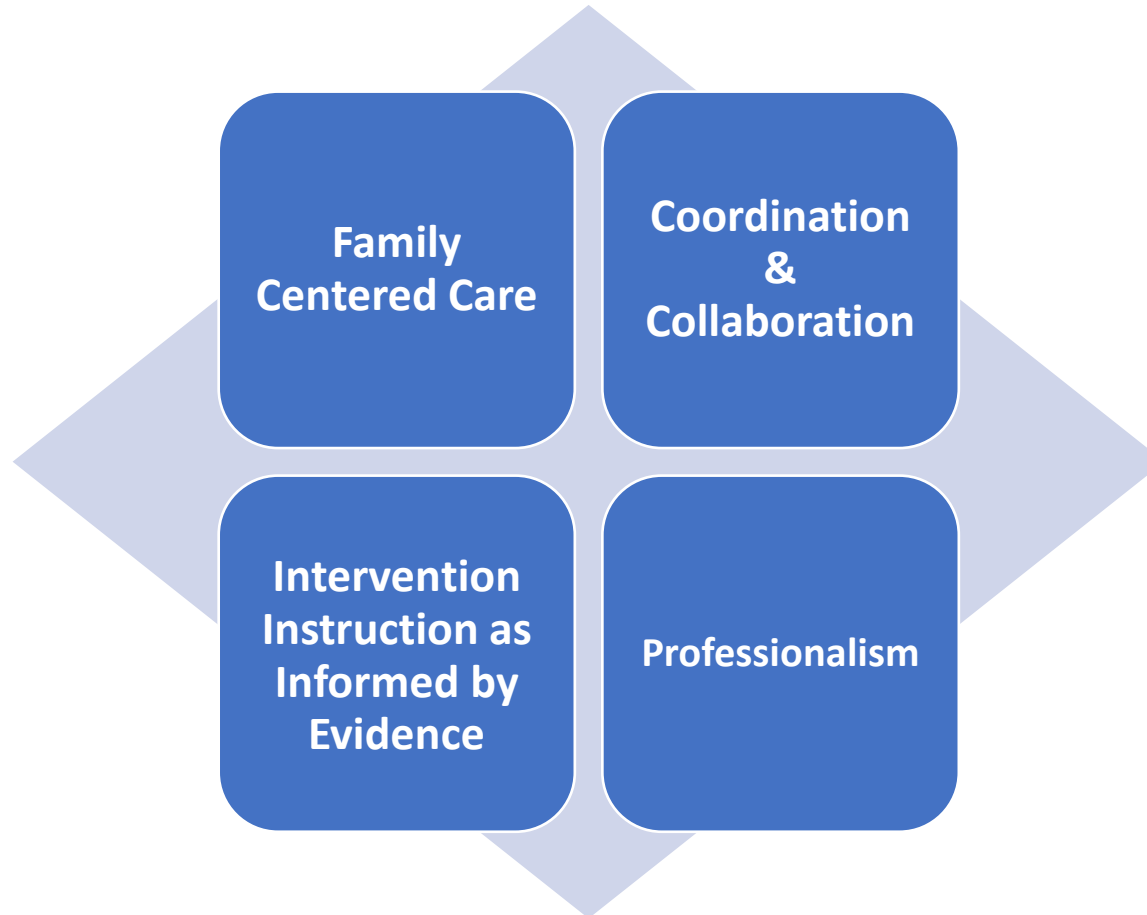


DEC Standards Development: Task Force



- **15 Member Task Force**
- **Support and resources from DEC, CEC, ECPC**
- **Approximate two year timeframe to develop standards, components, supporting explanations, rubrics, and assessments**
- **Target approval date for standards – Summer 2020**

Core Competencies across Disciplines



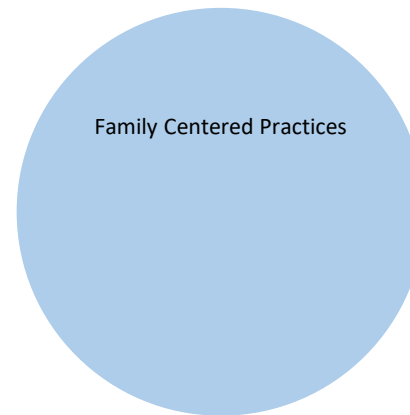
Draft Standard 2: Partnering with Families

Candidates use their knowledge of family systems to develop reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions. They employ adult learning strategies and engage families in opportunities that build on existing strengths and foster family competence and confidence and support children's development and learning.

Candidates apply their knowledge of family-centered practices, family systems, and the changing needs and priorities in family life to develop trusting, respectful, culturally responsive and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.

Candidates communicate clear, comprehensive, objective information in order to prepare families to make informed decisions about necessary resources and supports, and to advocate for access and equity in natural, inclusive environments.

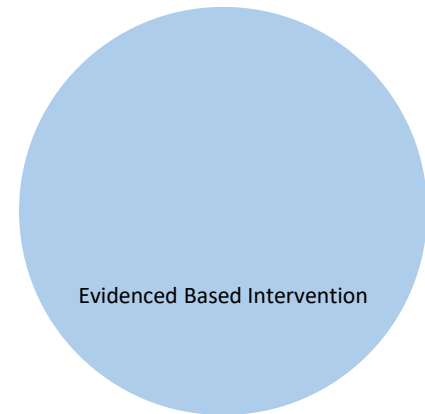
Candidates employ adult learning strategies to engage families in identifying their strengths, priorities, and concerns; to foster opportunities to achieve the goals they have for their family and their child's development and learning; and to support their competence and confidence during assessment, individualized planning, intervention and instruction, and transition processes.



Draft Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Candidates plan and implement intentional, systematic, evidence-based responsive interactions, interventions, and instruction to support all children's learning and development across developmental and content domains in partnership with families and other professionals. They intentionally promote children's social-emotional competence, communication, and play. Candidates facilitate equitable access and participation for all children within natural environments and inclusive settings through culturally responsive and affirming practices and relationships. Candidates use data-based decision making to plan for and continually adapt and improve interactions, interventions, and instruction to ensure fidelity of implementation.

1. Candidates identify systematic, responsive, and intentional evidence-based practices with fidelity when interacting with children and families.
2. Candidates employ adult-learning strategies as they engage in reciprocal partnerships with families, caregivers, and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.
3. Candidates plan and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction that is adapted to meet the needs of all children and families.
4. Candidates promote children's social emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.
5. Candidates identify and create multiple opportunities for children to develop play skills and engage in meaningful play experiences independently and with others across contexts.
6. Candidates use responsive interactions, interventions, and instruction with sufficient intensity and support across activities, routines, and environments to promote child and family access, participation, and engagement in natural environments and inclusive settings.
7. Candidates plan for and continually modify and improve approaches to interaction, intervention, and instruction based on multiple sources of data across a range of natural and inclusive settings.



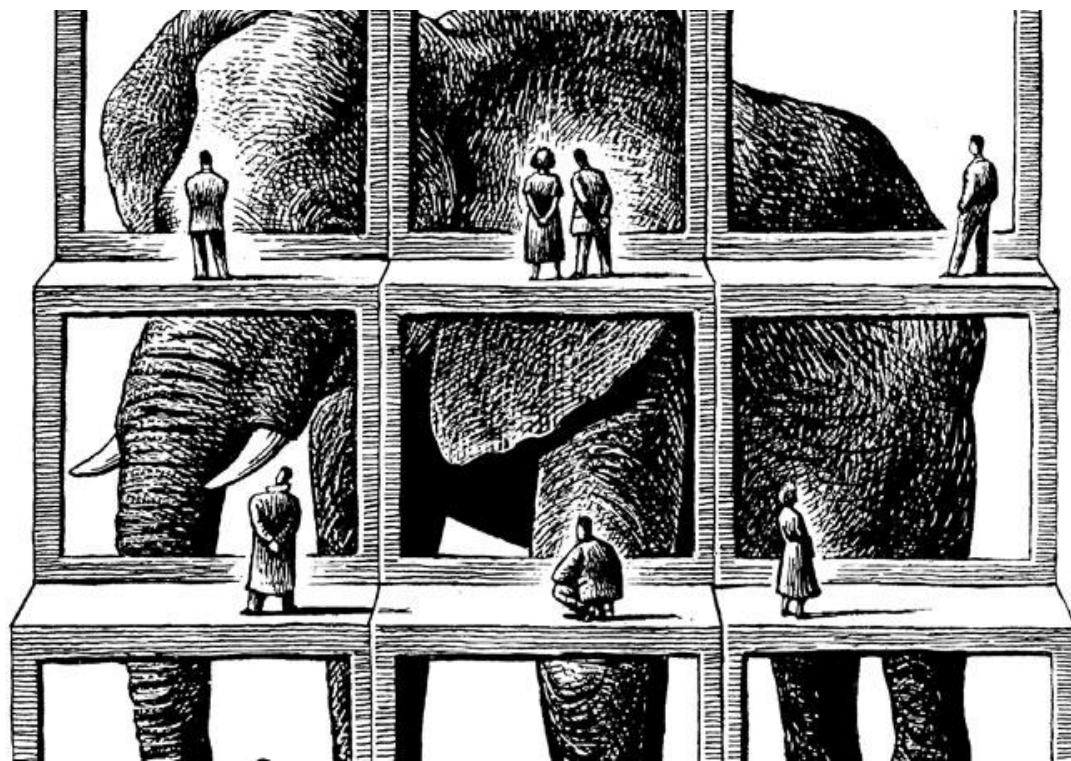
Draft Standard 3: Collaboration and Teaming

Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally-and linguistically-responsive practices. In partnership with families and other professionals, candidates plan and implement transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

1. Candidates apply teaming models, skills, and processes including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines and roles; and community partners and agencies.
2. Candidates use a variety of collaborative strategies when working with other adults that are appropriate to the task and take into considerations the environment and service delivery approach.
3. Candidates partner with family members and other professionals to facilitate individualized plans and the multiple transitions that occur across the age span (birth through age 8).

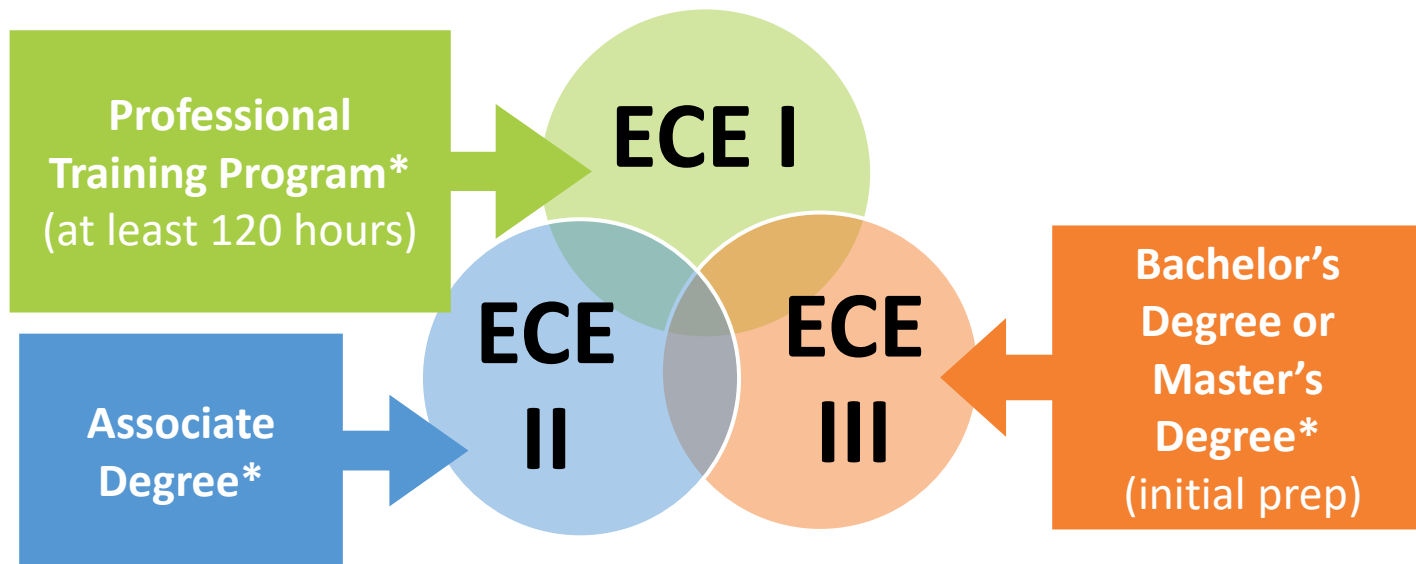


All Sectors,
All Settings



Generalize First, Then Specialize

to complement and add onto the generalist foundation



*Encourage accelerated pathways to specializations, such as blended programs.

How do the EC and EI/ECSE Standards support one another?

- Power to the Profession
- ECE Standards
- Shared work across Associations
- Equity “at the table”
- Enhanced Partnership
- Blended Programs

ECPC Cross Disciplinary Personnel Competencies: AOTA, APTA, ASHA, CEC, DEC, NAEYC & ZTT



Competency Areas

FCC: Culturally competent practice in natural settings that involves and actively engages the family in decision-making and the provision of services.

EBP: Use scientifically based evidence to inform all screening, assessment, evaluation, intervention delivered to child and family. Includes information collection, designing, and implementing IEP or IFSP that is evidence-based and focused on meeting a child's and family's needs.

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

Professionalism: Requires all providers to have knowledge and skills in the laws, policies, practices that govern their professional discipline; demonstrate professional ethics and advocacy; and take responsibility for professional development and self-reflection.

Accreditation Standards

CAPTE: Commission on Accreditation in Physical Therapy Education

ACOTE: Accreditation Council for Occupational Therapy Education

CAA: Council on Academic Accreditation in Audiology and Speech-Language Pathology

Entry-level student learning outcomes – common to all



Professionalism: Including ethical/moral reasoning



Evidence-based decision-making



Patient/client-management across the lifespan –

- Coordination and collaboration
- Patient/client/family-centered care



Inter-professional education & collaboration

Occupational Therapy

- Focused on engagement in occupations (life skills)
 - lead to participation in desired life situations (AOTA, 2008)
- Outcomes: Individuals
 - engaged in activities in
 - context within
 - naturally occurring environment
- Supports client/family-centered collaboration during entire service delivery process
- 2007 survey of Academic Program Directors
 - 90% of programs include coursework on IDEA and FCC
 - 87-92% of programs offered Level I or Level II fieldwork opportunities in early intervention

Frolek Clark (2015). <http://ecpcta.org/wp-content/uploads/sites/1337/2015/06/11-6-8-16-Inter-Professional-Education-2-handout.pdf>

Speech-Language Pathology

- Understand typical development across domains 0-3
- Describe developmental delays/disorders in young children
- Explain impact of communication delays and disorders in speech, language, hearing, emergent literacy, and swallowing /feeding, on development
- Identify the genetic, biological and environmental risk factors associated with communication disorders
- Possess theoretical & evidence base for eliciting communication
- Have skills that support family interactions considering cultural beliefs, values and priorities for their child
- Have knowledge of ECI federal & state laws & policies

Prelock (2015) <http://ecpcta.org/wp-content/uploads/sites/1337/2015/06/11-6-8-16-Inter-Professional-Education-2-handout.pdf>

Physical Therapy

Essential Competencies in Entry-Level Pediatric Physical Therapy Education (Rapport et al, 2014)

- Human development
- Age-appropriate patient/client management
- Family-centered care for all patient/client and family interactions
- Health promotion and safety
- Legislation, policy, and systems

What does it look like?

Touro University School of Physical Therapy

Year 1

Professional Practice I

Evidence-Based Practice & Communication

Lifespan Development

Year 2

Culture of Disability

Pediatric Conditions & Management

Year 3

Professional Practice II & III

Advanced Pediatrics Seminar



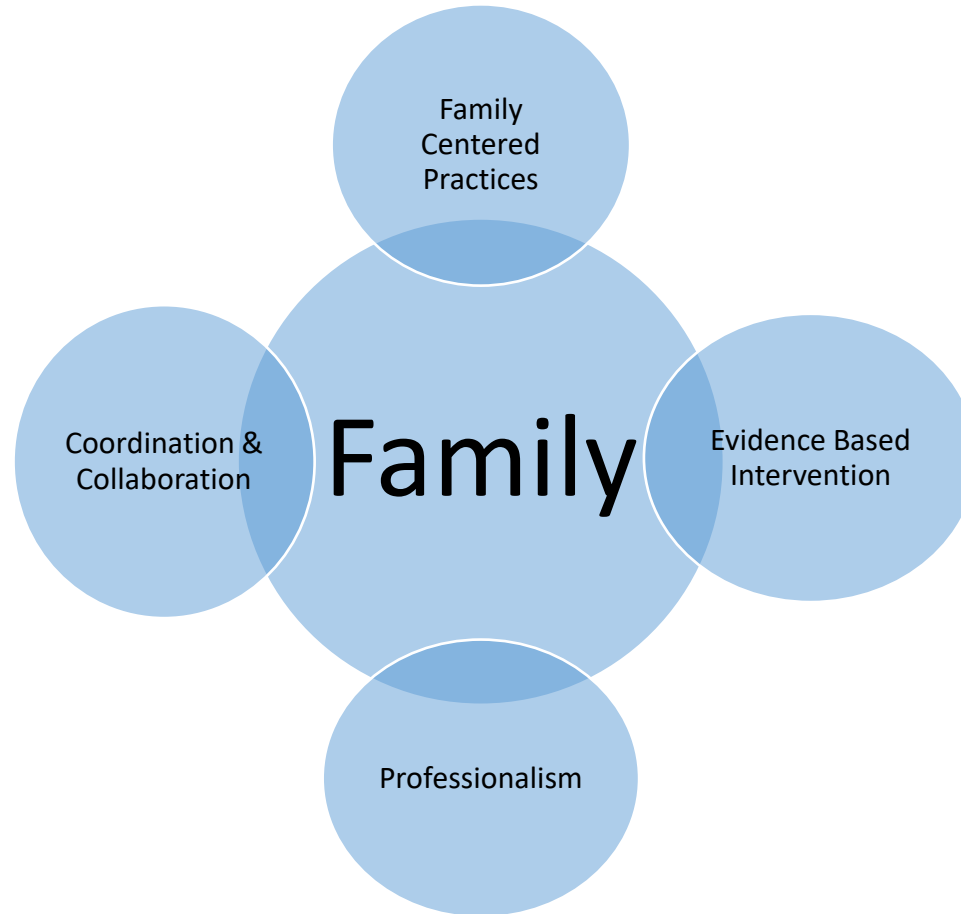
GU Certificate in Early Intervention

- **GU Certificate in Early Intervention** prepares early intervention providers to use evidenced-based early intervention strategies and supports.
- Coursework offered over a 10 month period is designed to promote comprehensive, evidence-based, family-centered, culturally and linguistically competent, interdisciplinary services and supports for vulnerable children and their families.
- A hybrid format allows students throughout the country as well as international students to participate.

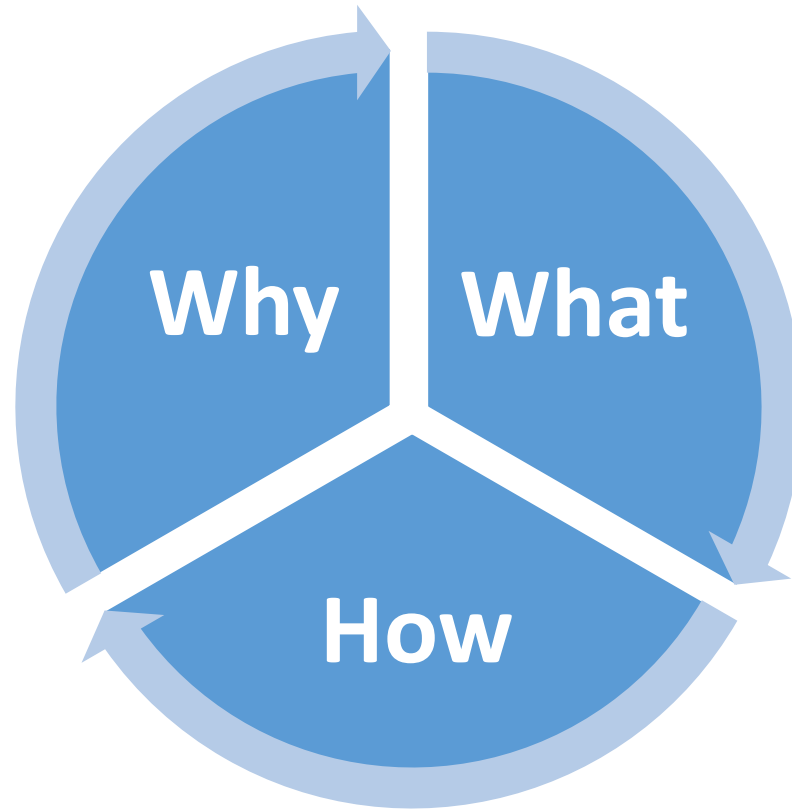
Competencies Mapped to External Sources									
Competency Area	ECPC Interdisciplinary Competencies	Disciplinary Competencies			DEC Recommended Practices	Key principles: EI in the NE	Focused Instruction Individualized Intervention	Result in Improved Outcomes	Support Inclusion
Scholar Competencies		OT	PT	SLP					
Evaluation & Assessment in EI									
Scholars will: a) Gather developmental, family, and other information from various sources to identify strengths and needs of children and families b) Demonstrate knowledge of basic test psychometric properties c) Administer and interpret standardized and non-standardized tests and measures used in ECI d) Interpret and synthesize all evaluation and assessment findings identifying strengths and needs e) Gather information to monitor and determine change over time	Family Centered Practice Data-based Intervention	X	X	X	A1, A2, A5, A6, A7, A10	2. All families, with the necessary supports and resources, can enhance their children’s learning and development	X	X	X
		X	X	X			X	X	X
		X	X	X			X	X	X
		X	X	X			X	X	X
		X	X	X			X	X	X

Family									
Scholars will: a) Demonstrate knowledge of family centered care and its value b) Demonstrate knowledge of cultural and linguistic competence and its application to early childhood intervention c) Conduct and interpret a routines based interview and Eco map to gather family concerns, resources and priorities d) Communicate effectively with families for planning and intervention e) Actively support families to participate in the IFSP/IEP process by sharing information	Family Centered Practice	X	X	X	F1, F2, F3, F4, F5, F6, F7	3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children’s lives. 6. The family’s priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.			X
		X	X	X					X
		X	X	X					
		X	X	X					X
			X	X					X
Context and Environment									
Scholars will: a) Demonstrate knowledge of disability frameworks, characteristics and trajectory of disability b) Demonstrate knowledge of local, state and federal applications and function of IDEA Part C and Part B c) Demonstrate knowledge of and identify the benefits of providing services in the natural environment within naturally occurring learning opportunities d) Demonstrate knowledge about how young children learn	Professional-ism	X	X	X	E1, E3	1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts. 2. All families, with the necessary supports and resources, can enhance their children’s learning and development			X
		X	X	X					X
		X	X	X					X
									X

What does this mean for families?



Families want to know:



FAMILY CENTERED PRACTICES

Develops a partnership with each child's caregiving family to support their advocacy and engage them in participating in their child's learning

- **Includes** the family in all components of the early childhood intervention service delivery process
- **Uses effective communication** (listening, speaking, writing) skills with all families across cultural, linguistic and socioeconomic backgrounds
- **Provides** information to families about early childhood intervention policies, regulations and procedures
- **Supports** families in their caregiving role with their child
- **Collaborates** with the family to **identify the family's strengths**, risk factors, concerns, priorities and preferences for **their** child's learning plan.
- Collaborates **with** the family on the development all aspects of an IFSP or IEP
- **Refers** families to resources and services to help them meet the needs of their child, their family and themselves

COORDINATION & COLLABORATION

Coordinates and collaborates with the family and service providers from different disciplines and agencies throughout the service delivery process

- Uses **effective communication skills** (listening, speaking, writing) with others
- **Shares information** and resources across service providers from other disciplines and agencies
- **Coordinates** the delivery of early childhood intervention services, resources and supports with service providers from other disciplines and agencies
- **Demonstrates leadership** at meetings with service providers from different disciplines and agencies to develop and implement a team approach to service delivery
- **Collaborates with the family and service providers** from different disciplines and agencies to develop, implement, monitor and revise (when necessary), an Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP) or other intervention or learning plan
- Collaborates with service providers from different disciplines and agencies to identify and assign individual roles and responsibilities for the coordination, implementation and evaluation of a child and family learning plan
- **Negotiates with service providers** from different disciplines and agencies who have differing viewpoints and opinions to problem solve and take actions to benefit the child and family
- **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 document child and family progress

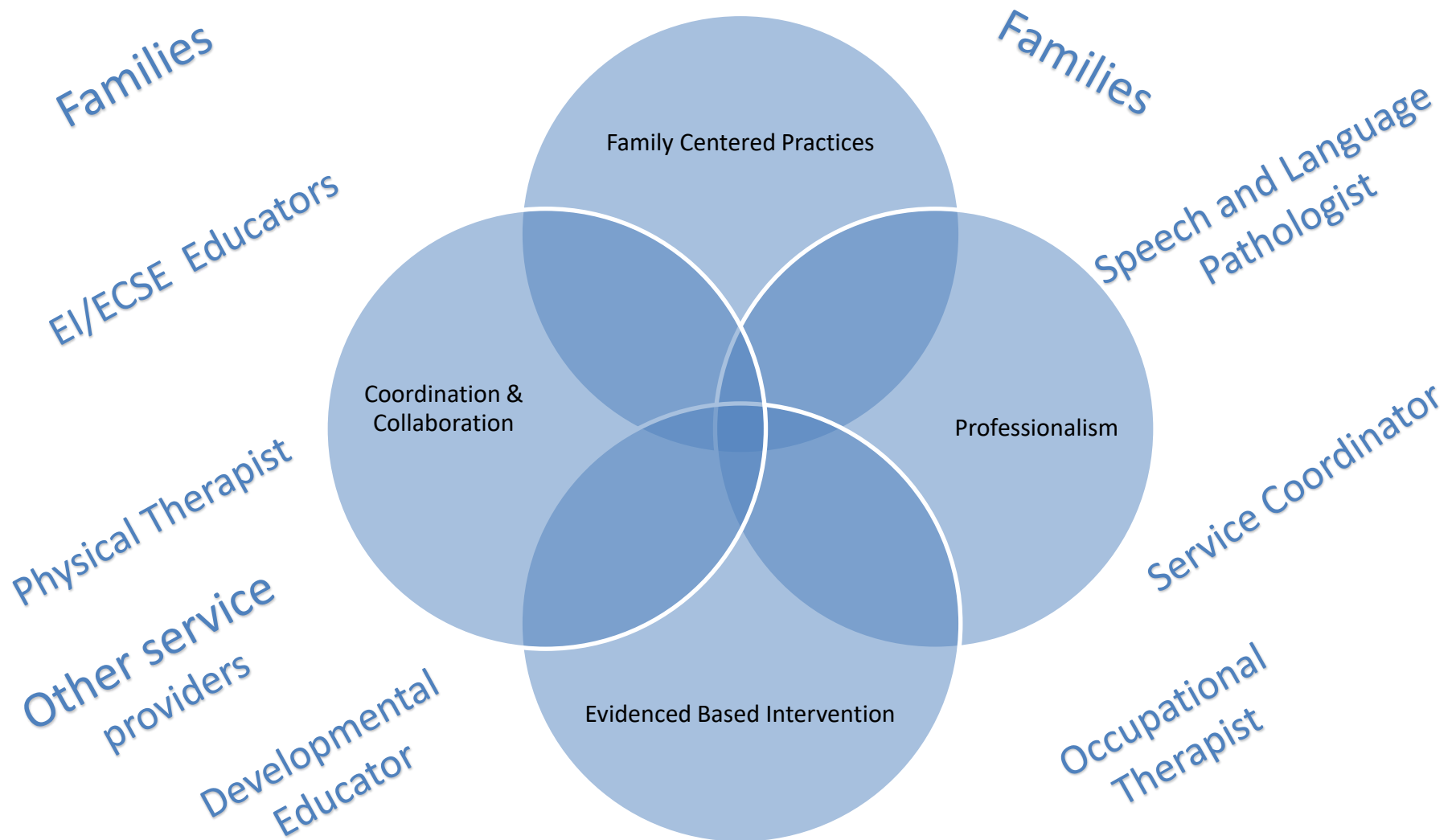
- Implements evidence-based assessment and intervention practices which includes the collection of data to document **child and family progress**
- Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process
- Uses valid, reliable, nondiscriminatory child focused assessment procedures and instruments to
 - document child needs and eligibility for IDEA services
 - document a child's strengths and needs for intervention program planning
 - develop a service delivery/intervention/therapy plan
 - document child and family progress and outcomes
- 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
- Designs and implement accommodations, modifications and adaptations of developmentally appropriate curriculum to meet the learning needs of children and families.
- Incorporates evidenced based practices across routines and activities within the home, community and classroom.
- Collects and uses data to:
 - monitor child and family progress;
 - revise intervention and therapy plan if needed
 - document intervention effectiveness
- Uses evidence-based practices across and within different service delivery models (e.g. home, child care, classroom, clinic)

PROFESSIONALISM

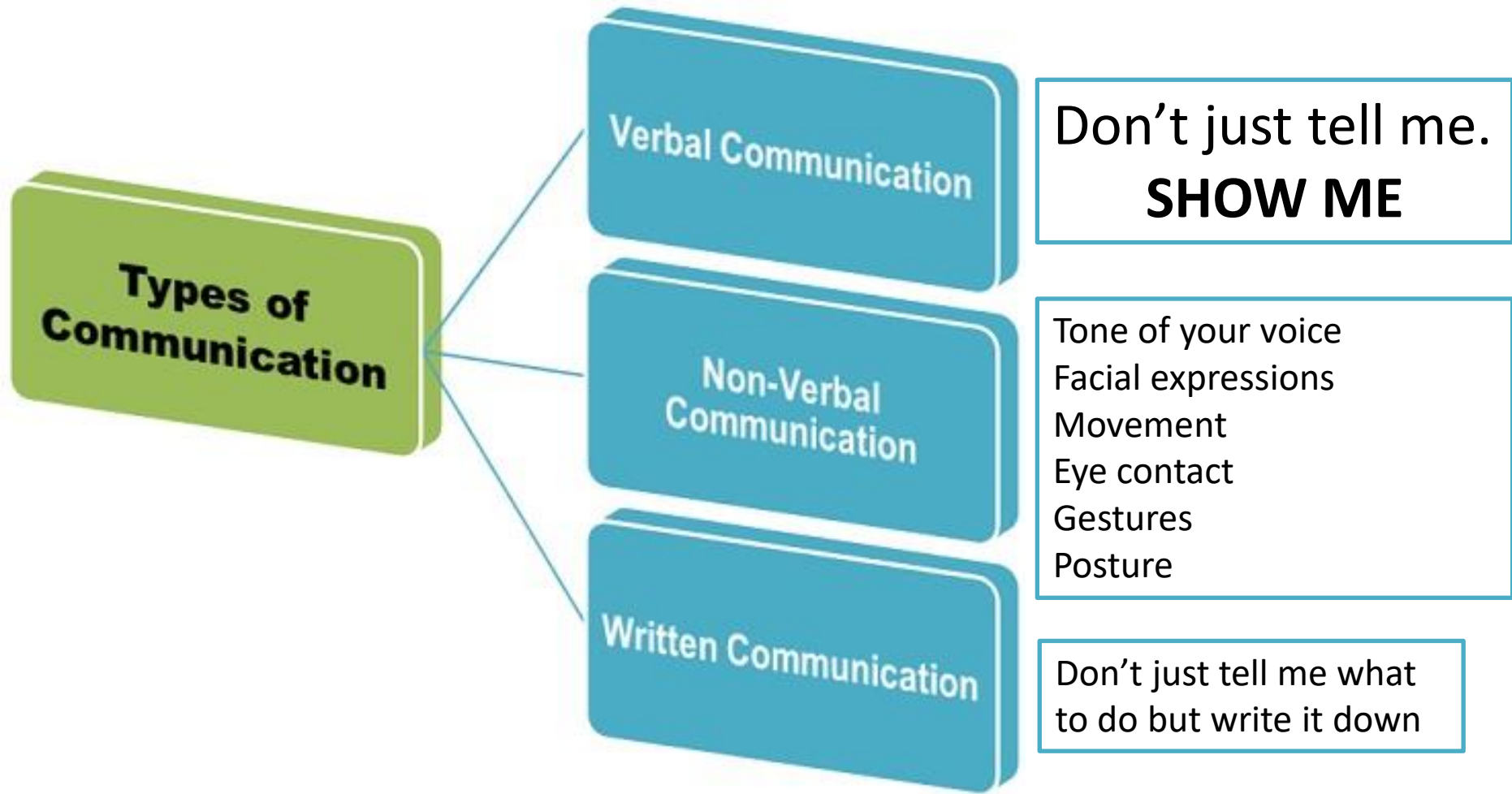
Follows all IDEA implied and discipline specific policies, advocacy guidelines, ethics codes and practice standards for early childhood intervention

- Demonstrates **ethical decision making** and **professional behavior**
- Demonstrates **knowledge of one's own discipline's practice standards and guidelines**
- Demonstrates **awareness of other discipline's practice standards and guidelines** for early childhood intervention
- **Uses self-reflection** and professional development to stay current in evidenced based disciplinary and interdisciplinary practice
- Learns from, with, and about all team members within an interprofessional collaborative practice framework
- Mentors, teaches and provides reflective supervision to other service providers in 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.**
- Demonstrates disciplinary and interdisciplinary leadership skills in the field of early childhood intervention.

WHEN EVERYONE WORKS TOGETHER WE ALL WIN



COMMUNICATION IS KEY



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

HIBRID



Early Childhood Personnel Center