

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

Cross-Disciplinary Work-Group Meeting
July 28, 2020



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AGENDA

- 9:00 AM** Onboarding new members
- 9:30 AM** Welcome and Introductions
- 9:45 AM** Updates from Partners
Update on ECPC activities, products and WEBSITE
- 10:45 AM** Review of the 4 revised case studies
Reflection questions
Users Guide
Identification of additional materials to illustrate
the Cross Disciplinary Competencies
Discussion of a dissemination plan
- 12:00 PM** Next Steps and Adjourn



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

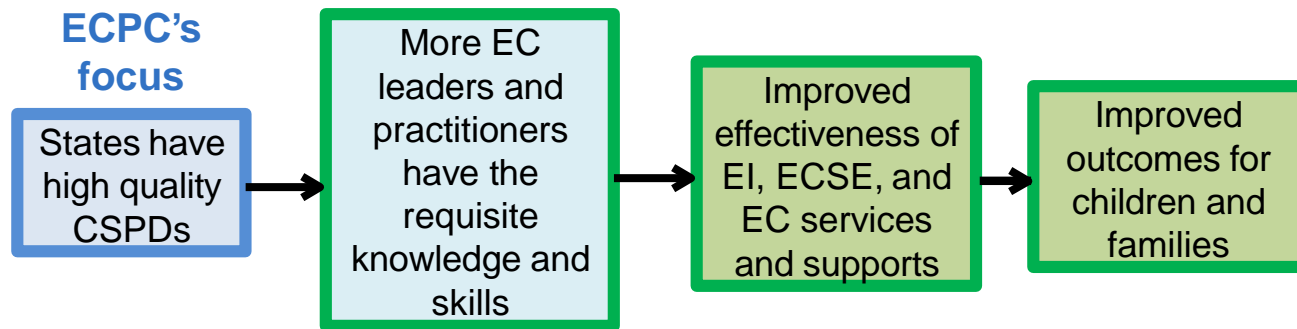
HIBRID



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



Theory of Action



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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 IDENTIFIED IN IDEA

Part C (ages 0-3)

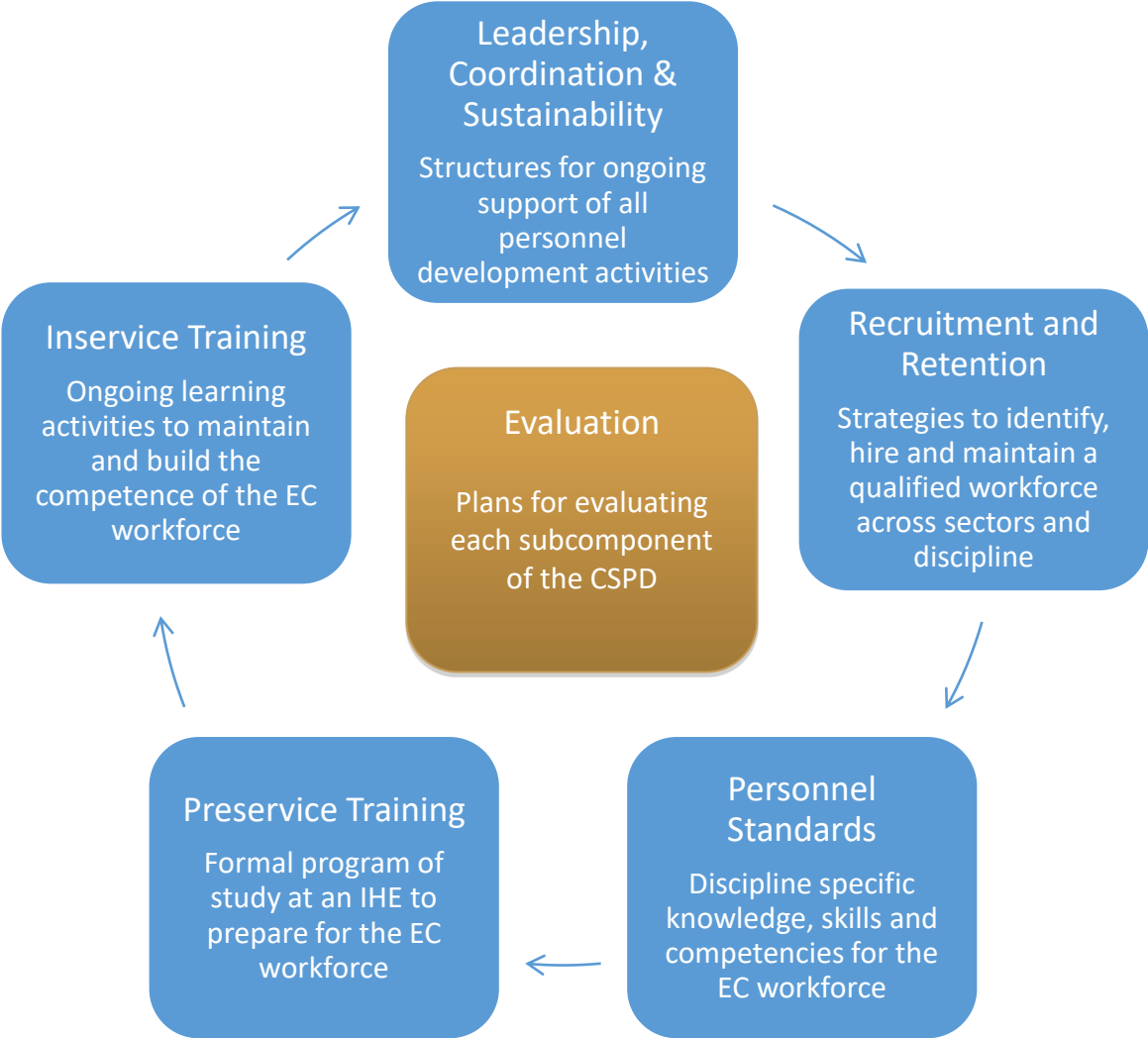
- Special Educators;
- Speech-Language Pathologists and Audiologists;
- Occupational Therapists;
- Physical Therapists;
- Psychologists;
- Social Workers;
- Nurses;
- Nutritionists;
- Family Therapists;
- Orientation and Mobility Specialists; and
- Pediatricians and other Physicians;

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



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



A Comprehensive System of
Personal Development
is a *necessary and integral*
quality indicator of
an early childhood service system

AND

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



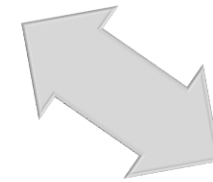
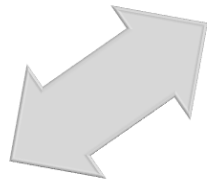
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Comprehensive System of Personnel Development

<p>Leadership, Coordination, & Sustainability</p>	<p>Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</p> <p>Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD.</p>
<p>State Personnel Standards</p>	<p>Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p>Quality Indicator 4: The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.</p>
<p>Pre-service Personnel Development</p>	<p>Quality Indicator 5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.</p> <p>Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
<p>In-service Personnel Development</p>	<p>Quality Indicator 7: A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines</p> <p>Quality Indicator 8: A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</p>
<p>Recruitment and Retention</p>	<p>Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</p> <p>Quality Indicator 10: Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
<p>Evaluation of the System</p>	<p>Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</p> <p>Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</p>

Identify and Develop
Knowledge



Develop or Identify Materials,
Resources and Tools for the
Early Childhood Workforce



Provide TA to Specific
Populations and State Early
Childhood Systems



To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

Universal TA for All

Web Site

Materials,
Resources
and Tools

Targeted TA to Build Leadership to Specific Populations

State IDEA Part C
and 619, and EC Staff

IHE Faculty, Students,
and State PD
Providers

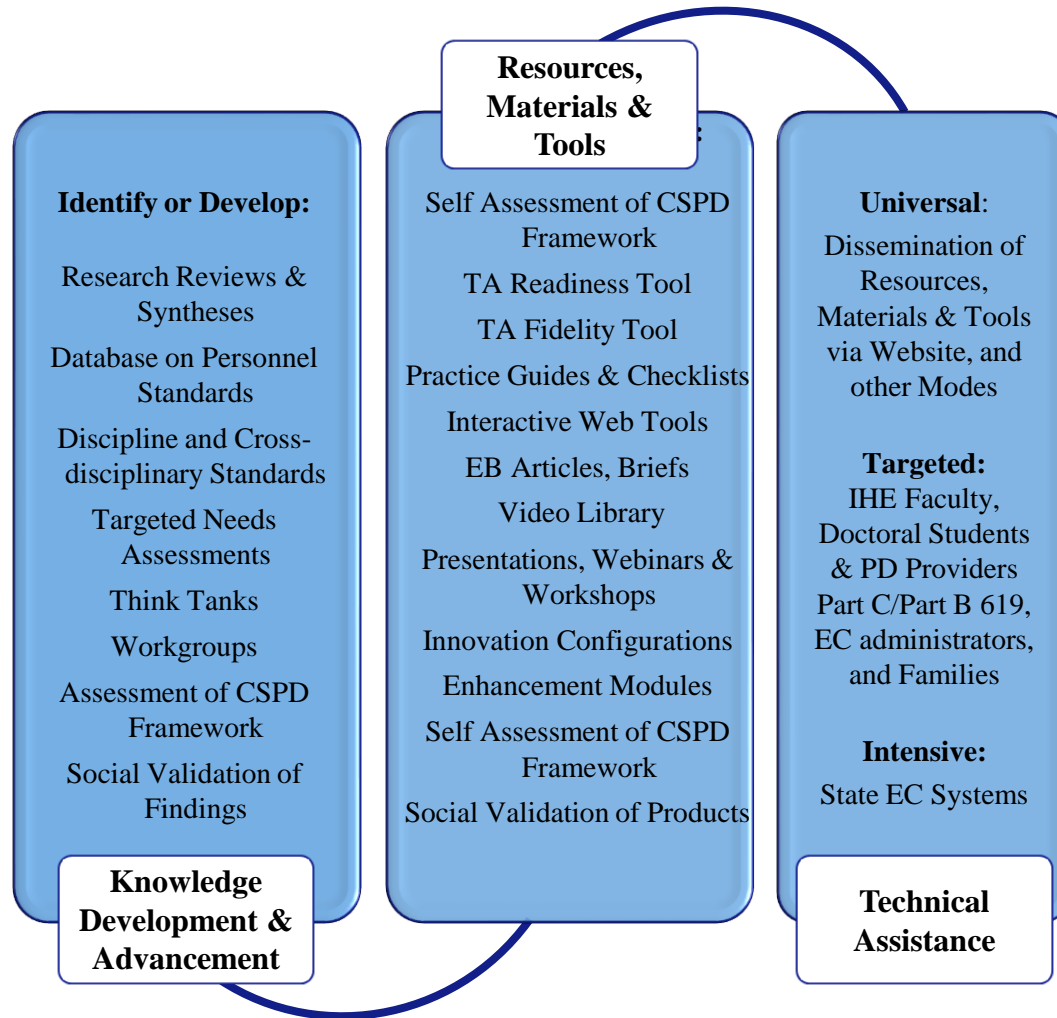
Intensive TA for State CSPD Development and Implementation

Reboot in
Previous States

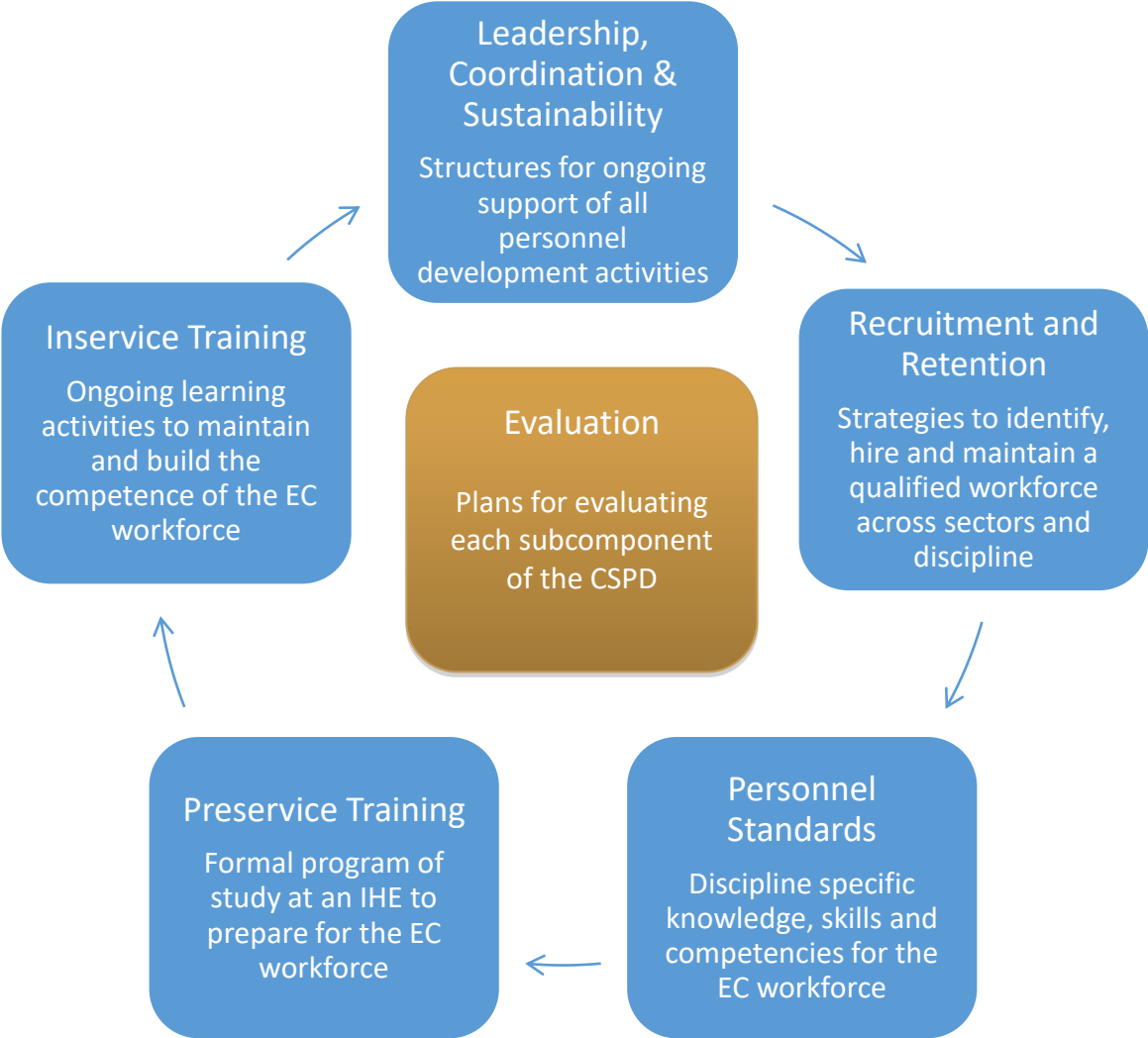
Develop and
Implement in
New States



Relationship Among Phases of TA Development



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

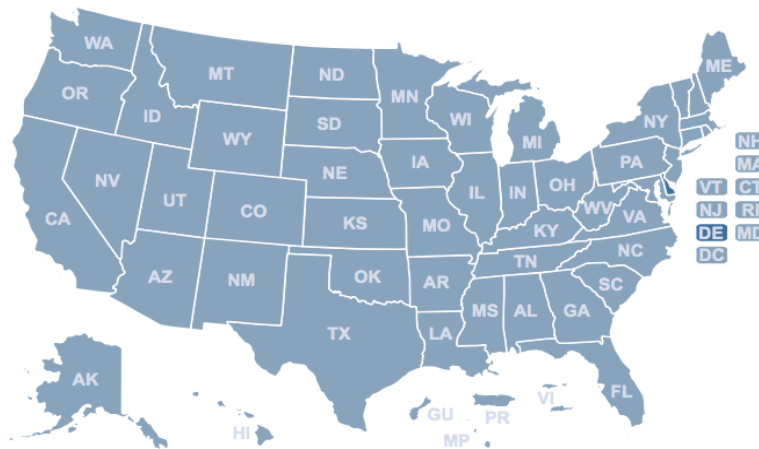


Personnel Standards

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"



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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 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**



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Methodology

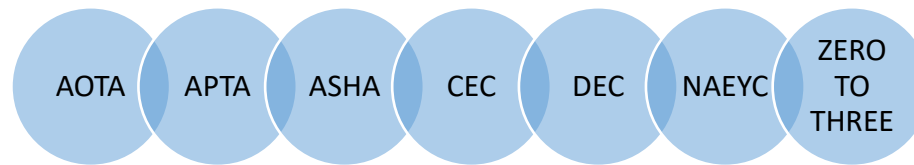
- Establish Stakeholder Group
- Draft Core Areas & Sub-areas
- Review Preliminary Areas & Sub-areas
- Identify Personnel Standards and Practice Documents Across Disciplines
- Align and Categorize into Competency Areas
- Define Personnel Competency Areas
- Final Review and Revision of the Four Areas into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



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Competencies are more detailed descriptions of what one knows and can do: the skills professionals and practitioners need to demonstrate to be effective



Cross Disciplinary Early Childhood Personnel Competency Areas and Sub-Areas

Collaboration & Coordination	Family Centered Practice	Interventions as Informed by Evidence	Professionalism & Ethics
<ul style="list-style-type: none"> • Effective Communication • General Teaming • Leading a Team • Medical Home • Problem Solving • Resource & Referral • Role as a Consultant • Teaming with Families • Transitions 	<ul style="list-style-type: none"> • Communicating with Families • Cultural, Linguistic and Socioeconomic Competency • Family Involvement in Assessment • Family Systems Theory • Laws & Policies • Parent Education in Child Development & Interventions • Parent Partnership, Advocacy & Help-Giving • Parent/Caregiver Social Emotional/Attachment • Stress, Trauma, & Safety • Supporting Home Language Development 	<ul style="list-style-type: none"> • Accommodations & Adaptations • Assessment Communicating & Interpreting Assessment Results • Evidence Based Practice • Health & Safety • IEP/IFSP Intervention • Knowledge of Risk Factors & Atypical Child Development • Knowledge of Typical Child Development & Behavior • Progress Monitoring • Service Delivery Models 	<ul style="list-style-type: none"> • Administrative Leadership • Advocacy/Public Awareness • Ethics Knowledge of the Field Laws, Policies & Practice • Standards • Professional Development & Self-Reflection • Supervision



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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



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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

Evidenced 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 discipline's 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.



A Tour of the Website!



The screenshot shows the homepage of the Early Childhood Personnel Center website. The header is dark blue with the text "UCONN CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES" and "The Early Childhood Personnel Center" on the left. To the right of the header is the "E C P C" logo, social media icons for email and Facebook, and a search bar with the text "Search this site" and "Search". Below the header is a navigation menu with links: "HOME", "ABOUT US", "RESOURCES AND TOOLS BY AUDIENCE", "COLLABORATORS", "RESOURCE BANK", and "COVID 19 RESOURCES". The main content area features a large blue background with a circular graphic. On the left, the text reads "Building a Comprehensive System of Personnel Development (CSPD)" in white, followed by "For State Systems Serving Infants and Young Children with Disabilities and Their Families" and a yellow "READ MORE" button. On the right, there is a circular image of a young child with pink glasses, wearing a green shirt, pointing towards the camera.

<https://ecpcta.org/>

Materials Developed So Far....

- 2 articles
- Review of 4 case studies
- Review new guide to the case studies
- AND.....?



Roll Up The Sleeves Time!

What other cross-disciplinary materials, tools or resources would help the field:

Preservice?

Inservice/PD?

Other?

What ideas do you have to disseminate cross-disciplinary competencies?



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