



Early Childhood Personnel Center

[www.ecpcta.org](http://www.ecpcta.org)



## **The Development of Early Childhood Cross Disciplinary Personnel Standards**

Department of Education

Office of Special Education Programs

Accountability and Outcomes for Children with Speech, Language, and Hearing  
Challenges

May 22, 2015

# Presenter

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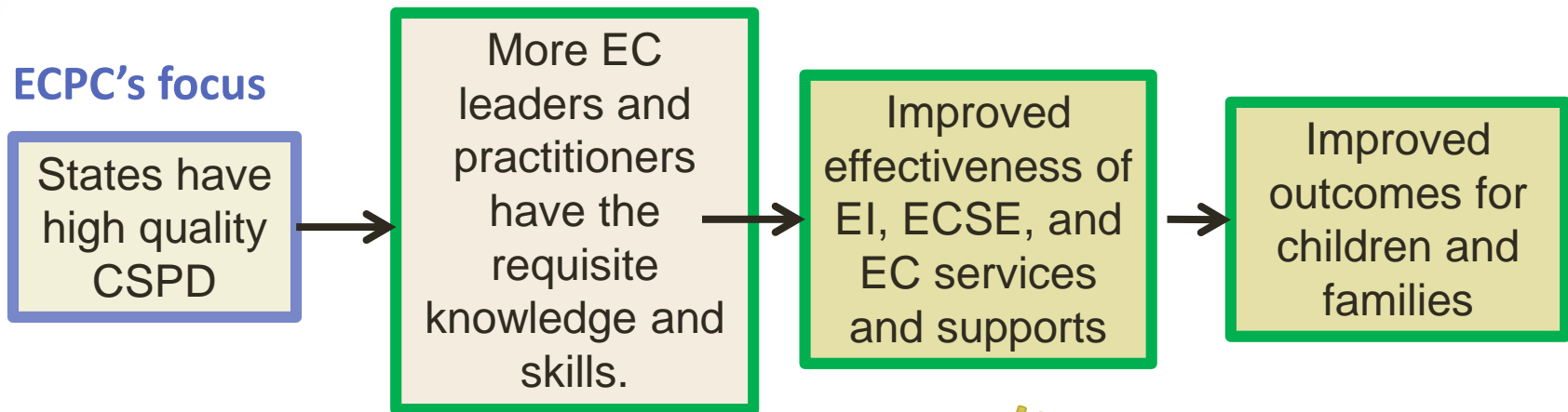


# Early Childhood Personnel Center

- ECPC provides leadership to:
  - State Education Agencies
  - Lead Part C Agencies
  - Early Care and Education Agencies
  - Institutes of Higher Education
  - Professional Development Agencies
- Regarding:
  - Preparation, credentialing, & continuing education of those who provide services to young children with disabilities/delays and their families

# Theory of Action

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



*How improved CSPD leads to improved outcomes*

Note: The working assumption is that the blue box will produce the green boxes. Large scale change will occur after the 5 years of the Center.

**A comprehensive system of personal development for the early childhood workforce who serve infants, toddlers and preschool children with disabilities and their families is a necessary and integral quality indicator of an early childhood service system**

# Purpose of the ECPC

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

# Major Activities

- Collect:
  - state data on personnel standards, higher education programs, continuing education opportunities
- Provide:
  - national, regional, statewide TA
  - targeted TA to align state EC personnel standards
  - targeted TA to align pre-service and in-service training opportunities
  - intensive TA to states on the development and implementation of an integrated and comprehensive system of early childhood personnel development

# Outputs of the Center

## Knowledge Development

- National Data Base of Personnel Standards
- National Data Base of CSPD Components
- Research Synthesis of Personnel Issues
- National Initiative on Cross Disciplinary Standards

## Technical Assistance

- General
  - Across audience, regions, states
- Targeted
  - On specific CSPD components
- Intensive
  - CSPD of 8 states
  - Fidelity of implementation framework

## Leadership and Coordination

- Leadership Institute with 619/Part C Coordinators
- Collaborate with OSEP early Childhood TA Centers
  - DaSy, ECTA, IRIS
- Collaborate with other Education and HHS TA Centers



# Knowledge Development Cross-Disciplinary Activities

- Two national meetings of the discipline organizations
  - Share information and priorities
- Presentations at DEC, ASHA in Year 2; More in Year 3
- Completed crosswalks of Personnel Standards across:
  - *DEC; NAEYC; AOTA; APTA; ASHA*
- Manuscripts completed by disciplines organizations
  - *Infants and Young Children, vol.28, no.2, 2015*
- DEC Workgroup validated item by item analysis of DEC/NAEYC Personnel Standards.....

# Knowledge Development: ECPC National Data Base

## Personnel Standards

- 13 disciplines
- 20 variables
- Findings
  - Each state dramatically varied
  - Related services less variance
  - < 1/3 of states have additional Part C related requirements

## CSPD Components

- Interviews with 619/Part C Coordinators
- Findings
  - ¼ of states do not have all Part C components in place
    - In place: Licensure and certification
    - Needs: On-going, effective system of in-service, needs assessment
    - Concerns: Recruitment/retention

# American Speech Language Hearing Association- ASHA



# ASHA 's four key principles guiding the delivery of early intervention services.

**1. Family centered and culturally responsive**

**2. Developmentally supportive and promote children's participation in their natural environments**

**3. Comprehensive, coordinated and team-based**

**4. Based on the highest quality internal and external evidence available**

March 25, 2008 Feature

## New ASHA Documents on Early Intervention

by Jeanne M Wilcox

- Roles and Responsibilities of Speech–Language Pathologists in Early Intervention [Technical Report]
- Roles and Responsibilities of Speech–Language Pathologists in Early Intervention [Position Statement]
- Roles and Responsibilities of Speech–Language Pathologists in Early Intervention [Guidelines]
- Core Knowledge and Skills in Early Intervention Speech–Language Pathology Practice

Committee members were M. Jeanne Wilcox (chair), Melissa A. Cheslock, Elizabeth R. Crais, Trudi Norman–Murch, Rhea Paul, Froma P. Roth, Juliann J. Woods, and Diane R. Paul (ex officio). ASHA Vice Presidents for Professional Practices in Speech–Language Pathology Celia Hooper (2003–2005) and Brian B. Shulman (2006–2008) served as the monitoring officers.

### Need for Documents

The documents meet the need for information on the efficacy and effectiveness of different treatment techniques for specific populations, including young children from various cultural and linguistic backgrounds, children with developmental and environmental risk factors, and children with a range of disabilities. The documents also provide information related to



# Values/Ethics for Interprofessional Practice

## **Maintain a climate of mutual respect & shared values with inter-professional colleagues**

- Family-centered: services and supports target families as well as children; interdependence of family and child in all aspects of services; culturally and linguistically responsive
- Integration of the expertise of all team members across developmental areas for efficient and comprehensive assessment and intervention
- Early intervention occurs in natural environments; integrated into everyday routines and activities





# Roles/Responsibilities for Collaborative Practice

**Use the knowledge of one's own role & those of other professions to appropriately assess & address the healthcare needs of the patients and populations served.**

Roles for SLPs serving infants, toddlers, and preschool children include but are not limited to

- prevention;
- screening, evaluation, and assessment;
- planning, implementing, and monitoring intervention;
- consultation with and education for team members, including families and other professionals;
- service coordination;
- transition planning;
- advocacy;
- awareness and advancement of the knowledge base in early intervention.

**These roles are implemented in collaboration with families, caregivers, and other professionals.**



## PracticePORTAL



FOR SPEECH-LANGUAGE PATHOLOGISTS



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# Technical Assistance

## ECPC Provides:

- national, regional, statewide TA
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- intensive TA to states on the development and implementation of an integrated and comprehensive system of early childhood personnel development

# Technical Assistance

## Content

- CSPD
  - Needs Assessment
  - Pre-service
  - In-service
  - TA

## Method

- Strategic Planning
- Implementation framework

## Outcome

- Scaling up effective practices for personnel development
  - Clear statement of problem
  - Broad goal statement
  - Outcome oriented objectives
  - Strategies and actions
  - Guidelines for implementation

# Leadership

## Leadership Institute 1

- Arizona
- Colorado
- Connecticut
- Delaware
- Idaho
- Rhode Island
- South Carolina

## Leadership Institute 2

- Alaska
- District of Columbia
- Massachusetts
- Minnesota
- Nevada
- Tennessee
- Texas
- Virginia

# Next Steps



Build fidelity of CSPD

Create cross disciplinary  
competencies/standards

Create unique skills/knowledge

# Contact the ECPC

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