

Embedding Cross Disciplinary Competencies into Preservice/Inservice

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Early Childhood Personnel Center

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Objectives

Identify and Describe	The ECPC cross disciplinary competency areas and indicators.
Review	The ECPC cross disciplinary competency resources, focusing on the case studies.
Discuss	How the cross disciplinary competencies and resources can be integrated into preservice and inservice.

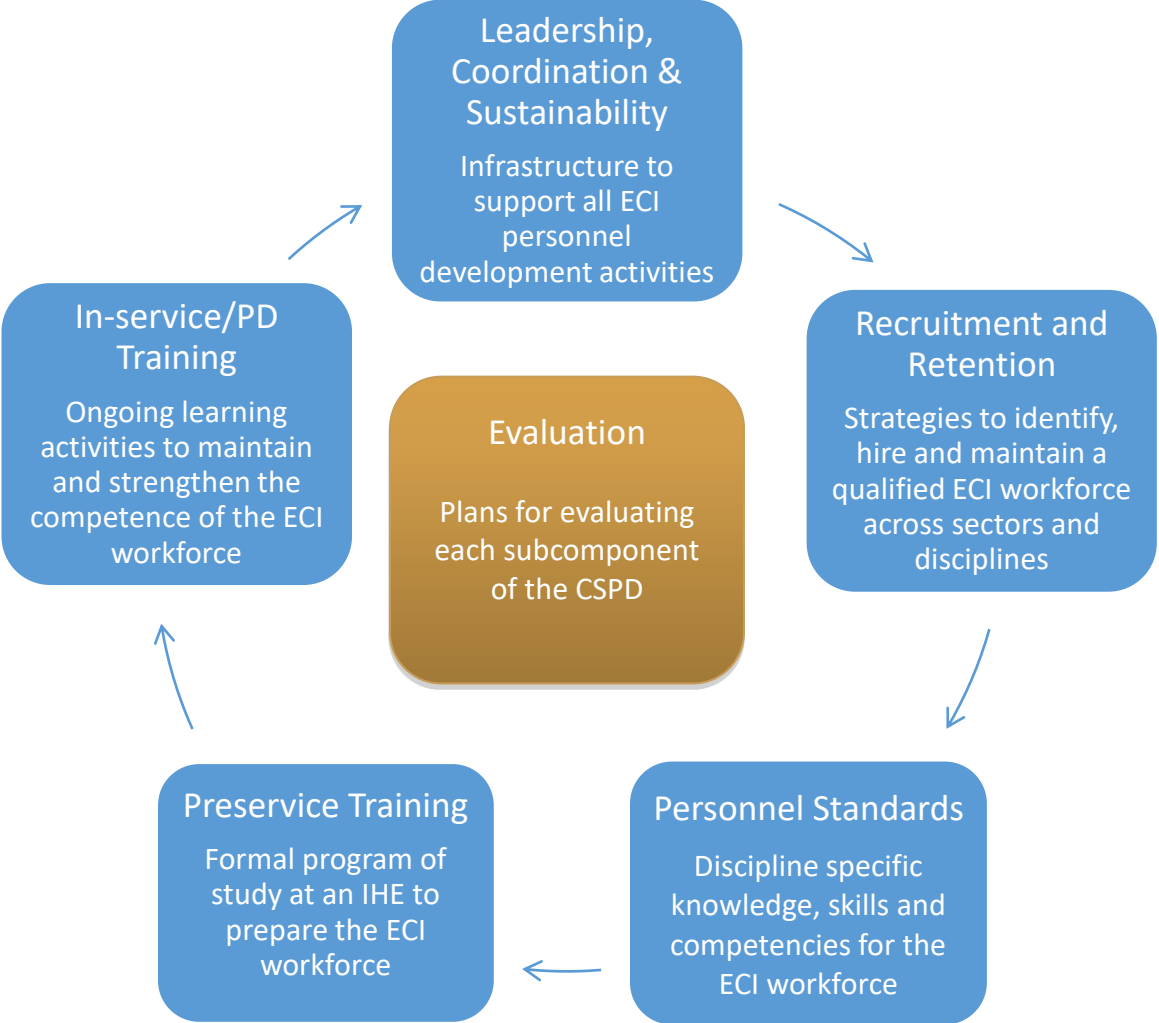


Early Childhood Personnel Center (ECPC)

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 Competency Areas



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Collaborators



Cross Disciplinary Competency Areas

Family Centered Practice

Intervention/Instruction as Informed by Evidence

Coordination & Collaboration

Professionalism



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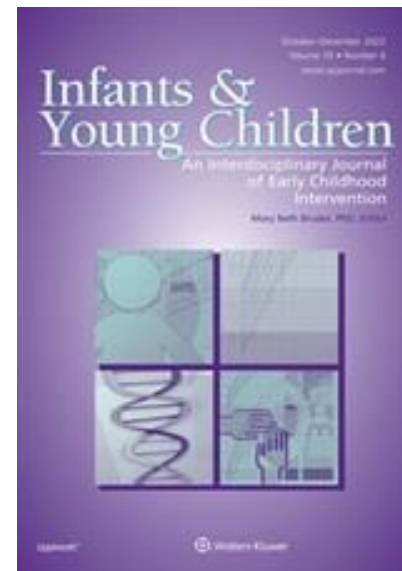
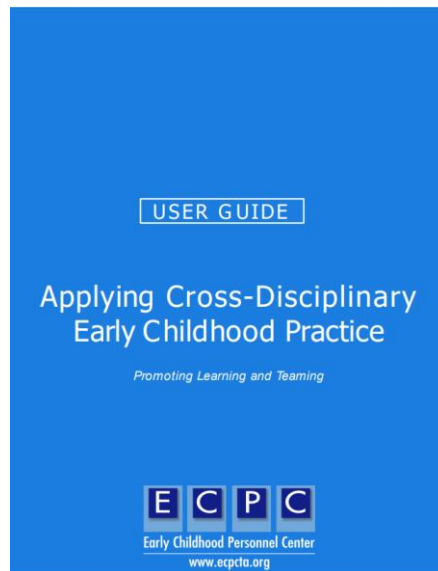
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Cross Disciplinary Competency Indicators - Examples

- **Coordination and Collaboration** – Uses effective communication skills with others.
- **Family Centered Practice** – Collaborates with the family to identify the family's strengths, needs, concerns, and priorities.
- **Intervention/Instruction as Informed by Evidence** – Identifies and includes evidence-based practices on the intervention plan (IEP/IFSP).
- **Professionalism** – Demonstrates ethical decision making and professional behavior.



Cross Disciplinary Competency Resources



Cross Disciplinary Resources

- [Cross Disciplinary Competencies](#)
- Cross-Disciplinary Case Studies
 - [Maria – Professionalism](#)
 - [Aiden – Coordination and Collaboration](#)
 - [Antonia – Family-Centered Practice](#)
 - [Robert – Intervention/Instruction Informed by Evidence](#)
- [Cross Disciplinary Articles](#)



Cross Disciplinary User Guide

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Embedding Cross Disciplinary Competencies and Resources in Preservice



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Albizu University, Miami

Program and Course

- Hispanic-serving Institution
- Master's Program in Speech Language Pathology
- MSLP 654: Early Intervention
- 23 enrolled students
- Hybrid format
 - 75% face to face

Case Study Assignment

- Purpose: Select and analyze a case study, apply knowledge and skills, improve professional writing, & facilitate a group presentation
- Group Paper and Presentation
- Assessment Rubric
 - General Requirements (e.g., in-text citations, reference list, APA)
 - Topical Information (e.g., depth of knowledge, evidence and rationale)
 - Presentation (e.g., flow and pace, ability to answer questions)



Assignment Description

- Work with assigned group members.
- Discuss the case study, conduct research, and draft ***collaborative*** responses to the questions posed.
- Base responses on readings, lectures, outside research, videos, websites, and group discussions.
- Support responses with evidence/research.
- Develop a PowerPoint presentation focused on what you learned about the 4 competency areas.
- Present what you learned.



Iowa State University

- Students: 15 senior level in ECSE program
- Course: HDFS 455 Curriculum and Interventions for Children Ages 3-6

Drake University

- Students: 37 second year OTD
- Course: OTD 123 Pediatrics and Occupational Therapy



Activity with All Students Together

- Implementation:
 - ❖ Zoom - Small groups of ECE and OTD students
 - ❖ Took on roles from IFSP/IEP team
 - ❖ Discussed as if in real IFSP/IEP meeting
 - ❖ Documented ideas and discussion
 - ❖ Whole group sharing



Student Feedback

- Benefits:
 - ❖ 87% - At least somewhat beneficial to team with another discipline
 - ❖ Beneficial to learn role in IFSP/IEP meetings
 - ❖ Helpful for faculty to share ideas/expertise
- Adjustments for Next Time:
 - ❖ Allow students to get to know each other
 - ❖ Provide clear expectations and background
 - ❖ Match students - number and education level



Embedding Cross Disciplinary Competencies and Resources in Inservice



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Iowa Inservice/Professional Development System

- In-service/PD system description
- Webinar series:
 - ❖ One year with IHE faculty
 - ❖ Six months with in-service PD providers



Iowa: Benefits, Challenges, Next Steps

- **Benefits:**

- a) Common language,
- b) Continuity of content from pre-service to in-service,
- c) Doing the right work

- **Challenges:**

- a) Messaging,
- b) Engaging more preservice faculty

- **Next Steps:**

- Webinar series with facilitated conversations among faculty and PD providers.





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