



Welcome.  
Thank you for attending.  
The webinar will commence shortly.



16th April

# Lead Practitioners and their Team



UCONNUCEDD.ORG

# Teams:

## Effective and Comprehensive Early Childhood Intervention

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# What Do We Know?

# The Foundation of Early Childhood Intervention Is Multidisciplinary

- Early Childhood Education
- Maternal and Child Health
- Special Education

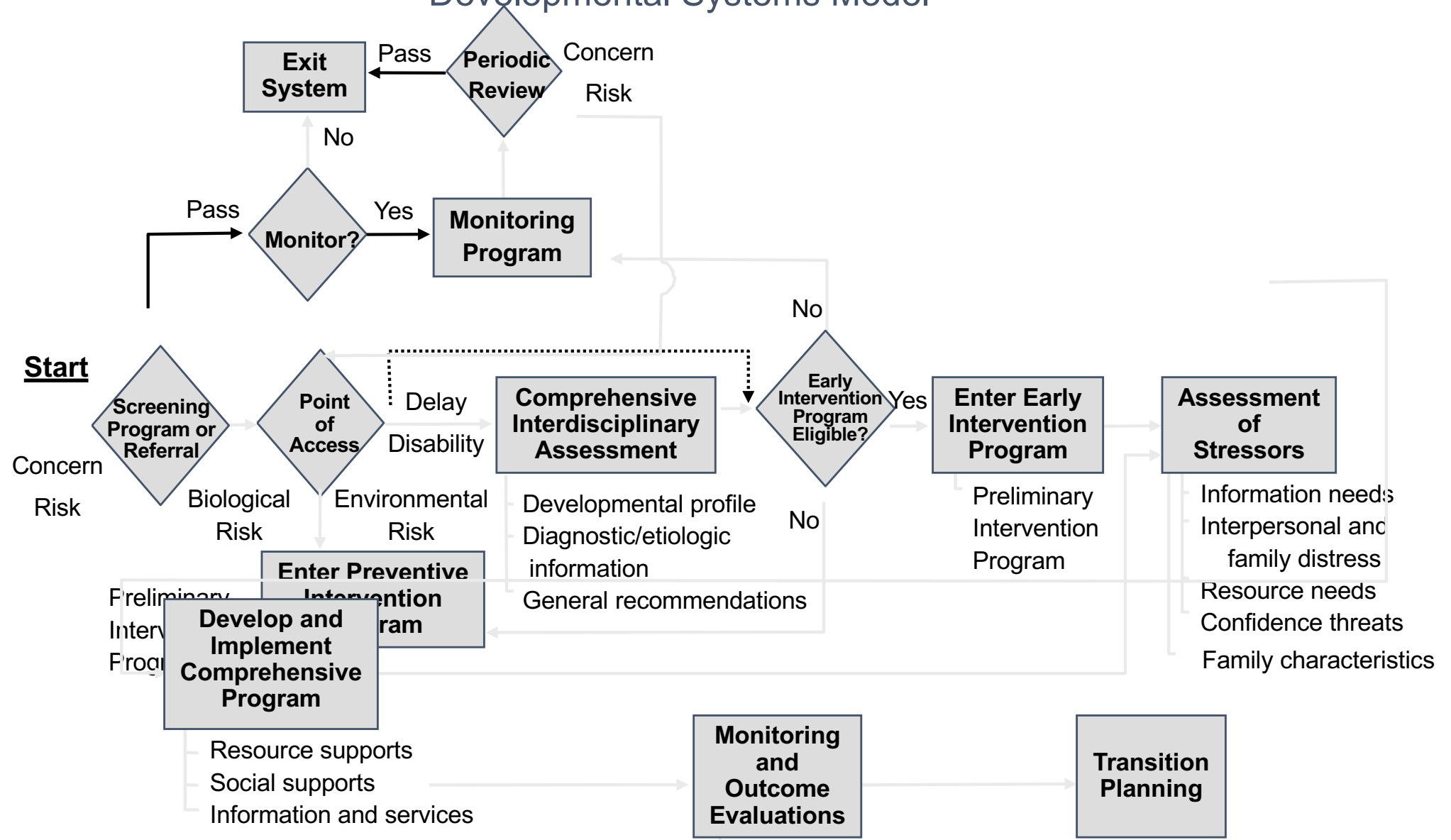
# The Science of Learning Is Influencing Our Practice

The brain is adaptable and can be influenced  
by positive experiences;

The brain is vulnerable and can be harmed by  
negative experiences

# Early Childhood Intervention is Complex

# Developmental Systems Model



# Types of Infant Toddler Programs

Child Care: Center-Based or Family Child Care Homes

Public Programs: Family Resource Centers, Mommy and Me Groups in Libraries etc, State Home Visiting Programs

Federal Programs: Early Head Start, MCH Home Visiting Programs, IDEA Part C



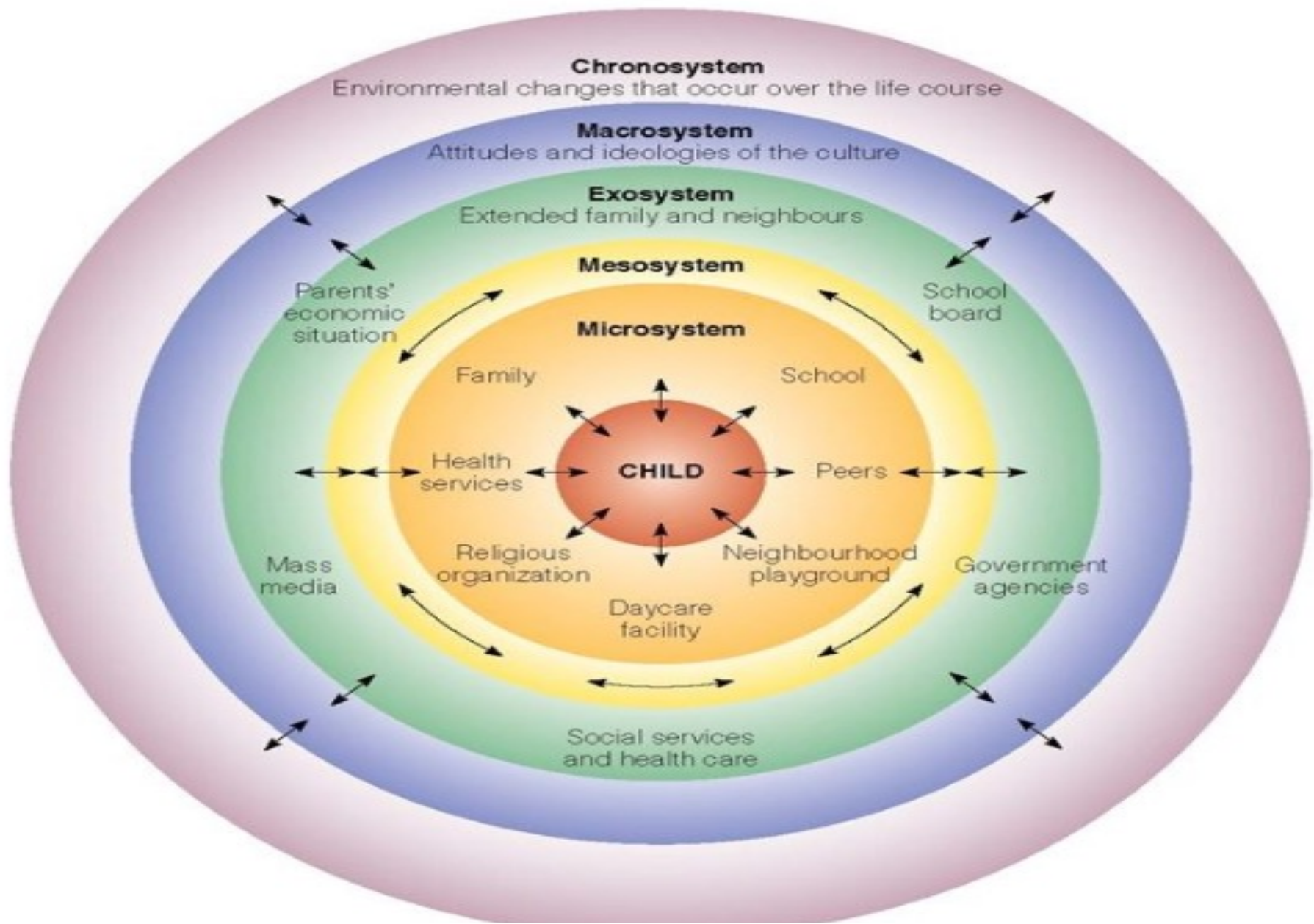
# Types of Preschool Programs

Child Care: Center-Based or Family Child Care Homes

Private EC : Nursery Schools or PreK

Public PreK: School Based Pre K programs

Federal Programs: Head Start, IDEA Part B (619)



Source from Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues* (pp. 187–249). Jessica Kingsley Publishers.

# How Do We Deliver Effective and Comprehensive Services To Achieve Child and Family Outcomes

# Child Outcomes

- Children have positive social relationships
- Children acquire and use knowledge and skills
- Children take appropriate action to meet their needs

**If the Child and Family  
Outcomes are the  
Dependent Variables**

**Personnel Are the.....**

- a) Independent Variable
- b) Dependent Variable
- c) Mediator
- d) Moderator
- e) All of the Above**

# Conclusion

Personnel Can Have a Powerful  
Impact....

or NOT

# Definitions of the Workforce

<b>Early Intervention (EI) Providers</b>	Professionals who deliver early intervention services to children from birth to age 3 through the Individuals with Disabilities Education Act (IDEA) Part C.
<b>Early Childhood Special Education (ECSE) Related Service Providers</b>	Professionals who deliver early intervention related services (e.g., speech therapy, occupational therapy) to children ages 3 to 5 through IDEA Part B/619.
<b>Early Childhood Special Education (ECSE) Teachers</b>	Teachers of children ages 3 to 5 with a disability served through IDEA Part B/619.



# Personnel in Early Childhood Intervention

- 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 Health Care Providers

## All Differ by:

- Philosophy
- Funding Source
- Staff Qualifications and Licensure
- Staffing Models
- Adult-Child Ratio
- Settings
- Family Involvement
- Curriculum
- Outcome Measures

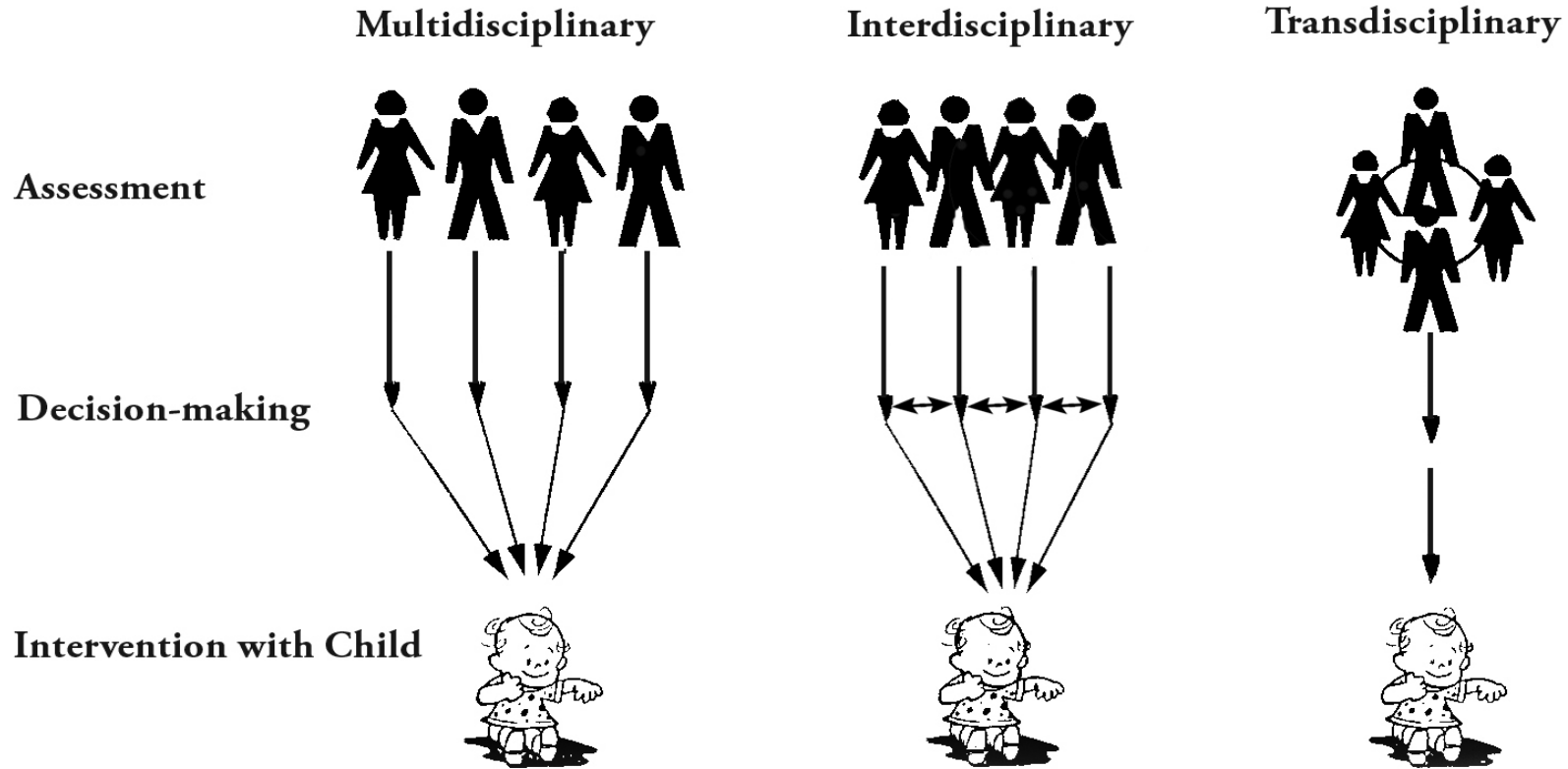
# Personnel/Workforce Effectiveness and Impact Depends on.....

- Philosophy, Attitude and Beliefs
- Knowledge
- Skill

# What Is A Team?

A group of people who are working together and share a common philosophy and common goal.

# Early Intervention Team Models



Patterson, et al., 1976

# Team Process

# Factors Which Affect Team Process

1. Team Composition and Representation

2. Team Goals

Clearly understood and communicated to all

All participate in setting them (ownership)

Goals are operationally defined and measured

Personal objectives are shared

3. Roles Within the Team

4. Team Work Style

5. Team Leadership

# Personnel/Workforce Effectiveness and Impact Depends on.....

- Philosophy, Attitude and Beliefs
- Knowledge
- Skill



# DEC Recommended Practices: Interdisciplinary Models

- Teams including family members make decisions and work together.
- Professionals cross disciplinary boundaries.
- Intervention is focused on function, not services.
- Regular caregivers and regular routines provide the most appropriate opportunities for children's learning and receiving most other interventions.

# 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).

**Learning Occurs In Everyday**

**Planned and Unplanned Activities and**

**Routines With Families, Friends and**

**Others in Childrens Lives**



# 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.

# Family Centered Practice

- ❑ Develops a partnership with each child's caregiving family to support their participation in their child's intervention planning and learning
- ❑ Uses effective communication skills (listening, speaking, writing) with families representing different ethnic, 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 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
- ❑ identifies the family's strengths, need, concerns and priorities in collaboration with the family
- ❑ Provides information, guidance and education to families about child development and their child's health and safety needs
- ❑ 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, guidance and education to families about parental rights and safeguards and how to advocate for themselves, their family and their child

# Coordination and Collaboration

The alignment of early childhood intervention 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.

# Coordination and Collaboration

- ❑ Uses effective communication skills (listening, information and resources with service agencies speaking, writing)
- ❑ Shares information and resources with service agencies
- ❑ 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

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 practices used with each child and family

# 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

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

# 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.

# Locating the Tools on the ECPC Website

The screenshot shows the top navigation bar of the ECPC website. On the left, it reads "CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES" and "Early Childhood Personnel Center". In the center is the ECPC logo, and on the right are email and Facebook icons and a search bar. Below the navigation bar is a menu with "HOME", "ABOUT US", "RESOURCES AND TOOLS BY AUDIENCE", "COLLABORATORS", "RESOURCE BANK", and "COVID 19 RESOURCES". The main content area is a grid of six categories: "PART C & B/619 STAFF", "FAMILIES", "IHE FACULTY / DOCTORAL STUDENTS", "PRESENTATIONS", "STATE CSPD TEAMS", and "ECPC RESEARCH".

CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES  
**Early Childhood Personnel Center**

ECPC  
Early Childhood Personnel Center

Search this

HOME ▾ ABOUT US ▾ RESOURCES AND TOOLS BY AUDIENCE ▾ COLLABORATORS RESOURCE BANK ▾ ▾ COVID 19 RESOURCES

**PART C & B/619 STAFF**  
Cross Disciplinary Competencies  
Leadership Materials

**FAMILIES**  
Acronym List  
Self-Assessments  
Tip Sheets

**IHE FACULTY / DOCTORAL STUDENTS**  
Cross Disciplinary Competencies  
Course Development  
EI/ECSE Standards

**PRESENTATIONS**  
Cohorts  
Conferences  
Institutes

**STATE CSPD TEAMS**  
Action Planning  
Guide to Intensive TA  
Strategic Planning

**ECPC RESEARCH**  
Data Reports  
Literature Synthesis & Reviews  
Briefs and Checklists

# 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](#)



# The Family Stories

Maria: Professionalism

- Collaborative-consultation
- Advocacy
- Cultural Competence: Language, Immigration Status

Robert:  
Evidence Based Practice

- Development & Learning
- EBP: Community, Context, Coaching

Antonia:  
Family Centered Care

- Effective Communication
- Concerns, Priorities, Resources
- Empowerment

Aiden:  
Coordination & Collaboration

- Family structure
- Collaboration across systems, teams, providers
- Part C to Part B, 619

## Case Study

## Discussion and Resources

### 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.

*The key indicators of Professionalism are listed as 9 bulleted items. Highlight in the story where 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 logistic 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?

### Maria and Her Family and Important Adults

**UConn**  
CENTER FOR EXCELLENCE  
IN DEVELOPMENTAL  
DISABILITIES

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

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](#)

**UConnUCEDD.ORG**

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](#)



# USER GUIDE

## Applying Cross-Disciplinary Early Childhood Practice

*Promoting Learning and Teaming*



Early Childhood Personnel Center

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