



**Study VII  
 Competence and  
 Confidence of  
 Practitioners Working  
 with Children with  
 Disabilities**

*This study assessed the level of competence and confidence of personnel who provide services under Section 619 under IDEA of 2004. Section 619 providers from 38 states completed the online survey created for this study. The survey focused on the following seven domains of competence and confidence: Family-Centered Practice; Assessment and Evaluation; IFSP Practices; Instructional Practices; Natural Learning Environment; Collaboration and Teaming; and Early Literacy Learning. Information from the interview was used to identify strengths and weaknesses in the selected domains.*

**Participant Characteristics**

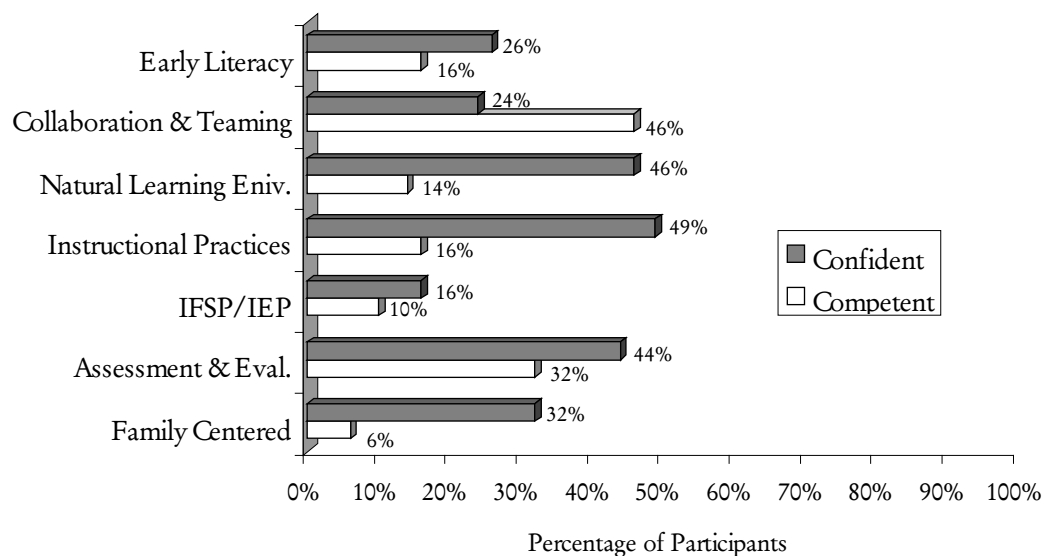
735 local providers from 38 states completed the survey. The majority who responded were white (95%) and female (97%), and they were divided into the age groups of less than 40 (38%), 41 to 50 (28%), and older than 51 (33%). The majority held a master's degree (70%) and roughly one-quarter held a bachelor's degree (26%). The majority of respondents were certified as educators (84%), and 22% were certified as therapists (i.e., OT, OTR/L, PT, and SLP).

**Competence and Confidence Domains**

The survey contained a total of 47 items of which 19 elicited background information. The remaining questions were made up of two questions that pertained to competence and two questions that pertained to confidence for each of seven early childhood domains listed on the following chart.

**Overview of Findings**

As displayed below, findings suggest that practitioners reported being "always" or "almost always" more confident than competent in most of the practice areas.





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At a Glance...

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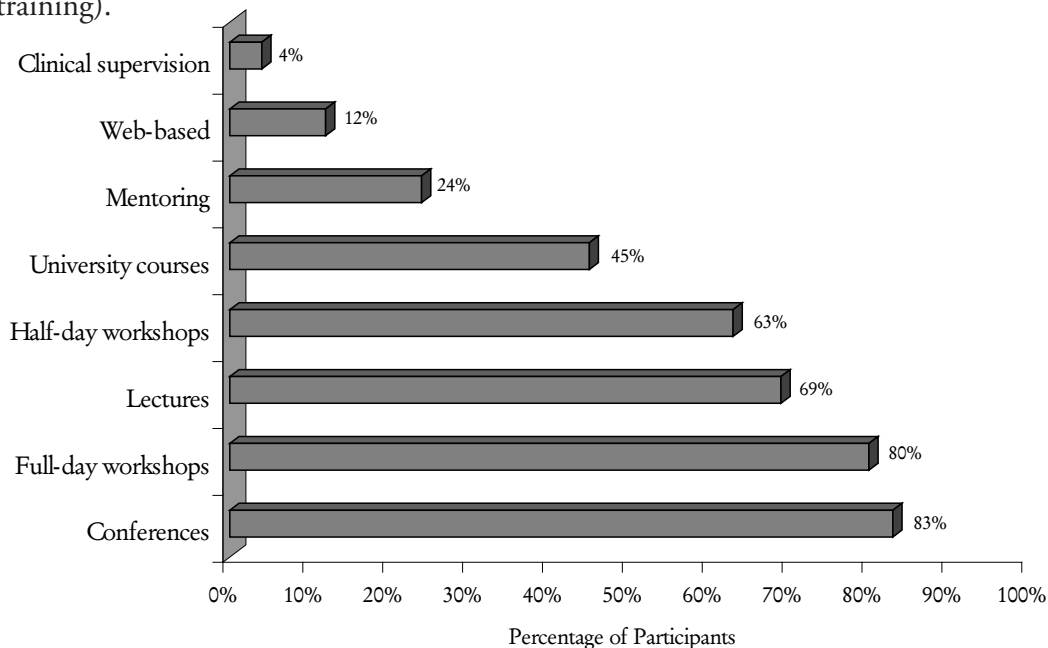
### Competence Areas by Profession

Below are data from participants in the study who rated themselves as “always” or “almost always” competent in the following domains.

Types of Practice	SE/ECSE (n= 470)	EC (n= 222)	SLP (n= 106)
Family-Centered Practice	6%	7%	6%
Assessment Practices	32%	31%	35%
Achieving IFSP/ IEP Outcomes	10%	11%	6%
Instructional Practices	15%	20%	8%
Natural Environments/ LRE	12%	12%	19%
Collaboration/ Teaming	49%	49%	36%
Early Literacy	15%	19%	16%

### Types of Trainings

Additionally, participants were asked to identify the types of training they received (participants were allowed to list more than one training).



For a copy of the full report go to: [www.uconnuccdd.org](http://www.uconnuccdd.org)

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U.S. Office of Special Education Programs

*Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.*