# The Center to Inform Personnel Preparation and Practice in Early Intervention and Preschool Education
# Study VII

PI:  Mary Beth Bruder, Ph.D.

University of Connecticut

Co-PI:  Vicki Stayton, Ph.D.

Western Kentucky University

Project Coordinator:  Cristina Mogro-Wilson, Ph.D.

University of Connecticut

Research Scientist:  Sylvia Dietrich, Ph.D.

Western Kentucky University

# The Center

The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is a five-year project established in January, 2003 and funded by the Office of Special Education Programs.

Information gathered will be utilized to identify critical gaps in current knowledge and design and conduct a program of research at the national, state, institutional and direct provider level to address these gaps. This program of research and policy formulation will yield information vital to developing policies and practices at all levels of government, including institutions of higher education.

# The Center's Purpose

The purpose of this Center is to collect, synthesize and analyze information related to:

- (a) certification and licensure requirements for personnel working with infants, toddlers, and preschoolers who have special needs and their families,

- (b) the quality of training programs that prepare these professionals, and

- (c) the supply and demand of professionals representing all disciplines who provide both ECSE and EI services.

# The Center's Goals

- To <u>compile a comprehensive database</u> of current licensure and certification standards for all EI/ECSE personnel.
- To <u>develop a comprehensive profile of current training programs</u> for all types of personnel at the institutional, state, and national levels.
- To <u>describe the current and projected supply and demand for personnel.</u>
- To design and conduct a program of research <u>to identify critical gaps in current knowledge</u> regarding personnel preparation.
- To <u>develop and disseminate recommendations</u> regarding personnel preparation policy and practice based on research findings.

# The Center's Projects

- **Study I:** The National Landscape of Early Intervention and Early Childhood Special Education

- **Study II:** The Higher Education Survey for Early Intervention and Early Childhood Special Education Personnel Preparation

- **Study III:** The Analysis of Federally Funded Doctoral Programs in Early Childhood Special Education

- **Study IV:** The Impact of Credentials on Early Intervention Personnel Preparation (Credentialing Part C)

- **Study V:** Analysis of State Licensure/Certification Requirements for Early Childhood Special Educators (Credentialing 619)

- **Study VI:** Training and Technical Assistance Survey of Part C & 619 Coordinators

- **Study VII: Confidence and Competence of 619/Part C Service Providers**

# Background:

## Study VII: Competence and Confidence of Part C & 619 Service Providers

- The lack of public policy regarding nationwide certification or standards has lead to varied training and qualifications, influencing the level of competence and confidence of personnel providing services to families and children birth to 5 years.

- The purpose of this study was to examine Part C and Section 619 service providers' perceived level of confidence and competence when working with infants and toddlers with special needs and their families.

# Background Continued:

- **Service Delivery System**

  - Birth to Three  (Part C)
    - In-home and community-based services.
    - Focus on reaching developmental milestones.
    - Family-oriented services.
    - Individualized Family Support Plans (IFSP)

  - Three to Five (619)
    - School-based services.
    - Focus on education and learning.
    - Child-oriented services.
    - Individualized Education Plans (IEP)

# Methodology

- State coordinators of service providers were contacted and asked to forward the link to the online survey to service providers working with children ages birth to 5 with disabilities.
  - Approximately 27,700 e-mails were sent to direct providers
  - A total of 1,819 individuals completed the survey
  - Providers working with children birth to three: 1,084 in 44 states
  - Providers working with children three to five: 735 in 38 states

- The survey consists of 47 questions to assess the competence and confidence of Part C and 619 service providers in the following areas:
  - Family-Centered Practice;
  - Assessment and Evaluation;
  - IFSP Indicators;
  - Instructional Practice;
  - Natural Learning Environmental;
  - Collaboration and Teaming, and
  - Early Literacy Learning.

# Factor Analysis

- A preliminary exploration of the Competence and Confidence survey was performed using the principal component analysis (PCA) procedure.

  - All survey items were considered, with the exception of those related to early language and literacy.

  - Four principal component analyses were run on six items each.

  - Three of the four scales produced single factor solutions: competence and confidence regarding process items and competence regarding intervention items.

  - A single factor second order solution representing confidence regarding intervention items was produced.

  - Each of the four scales had good internal consistency, with Carmines Theta ranging from 0.6266 to 0.7952

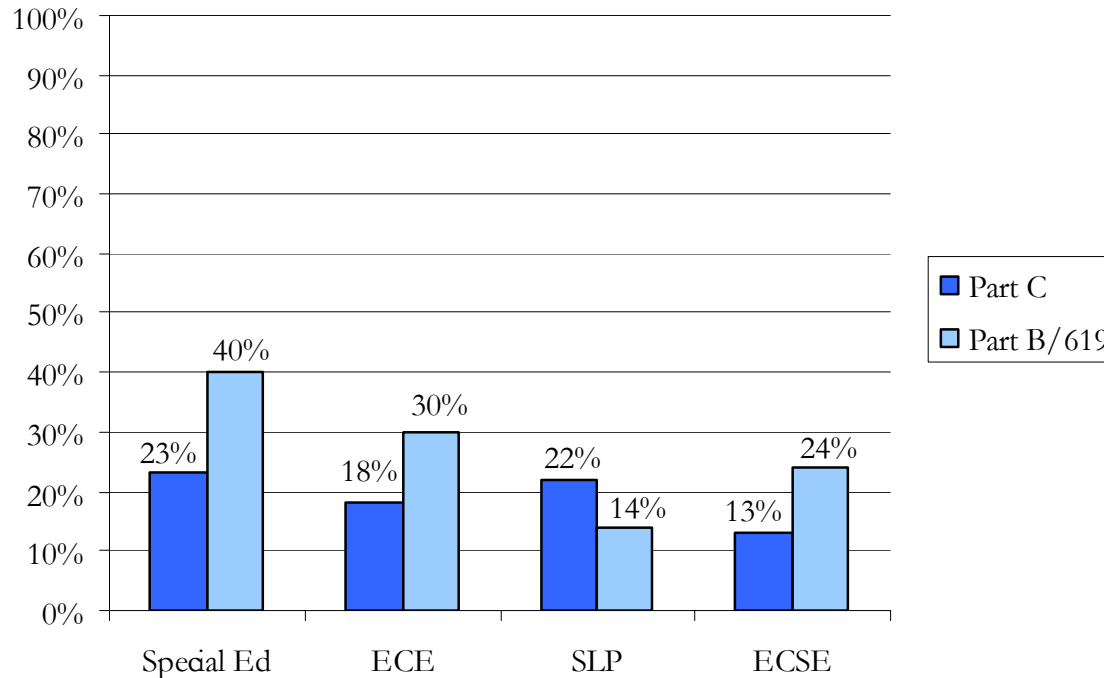# Survey Participant Characteristics

## Part C

- Sample Size: Part C: n = 1,084
- Demographics:
  - female (98%)
  - white (93%)
  - Age:
    - 14% > 30 yrs.
    - 26% 31 ≤ 40 yrs.
    - 30% 41 ≤ 50 yrs.
    - 31% < 51 yrs
- Educational Attainment:
  - BA 33%
  - High School or AA 1%
  - MA 63%
  - PhD 3%

## Part B Section 619
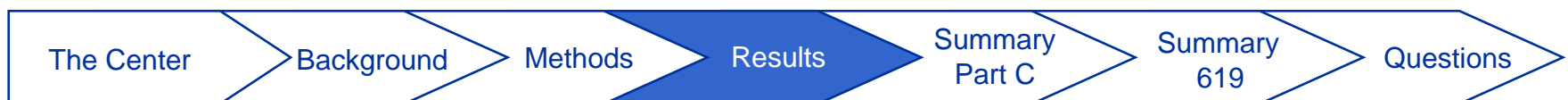
- Sample Size: 619: n = 735
- Demographics:
  - female (97%)
  - white (94%)
  - Age:
    - 13% > 30 yrs.
    - 25% 31 ≤ 40 yrs.
    - 28% 41 ≤ 50 yrs.
    - 33% < 51 yrs
- Educational Attainment:
  - High School or AA 1%
  - BA 26%
  - MA 70%
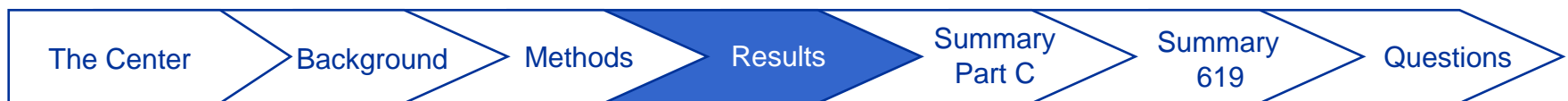  - PhD 3%

# Survey Participant Characteristics



Type of licensure or certification

- Part C: Education 53%, therapy 40%, and other 22%
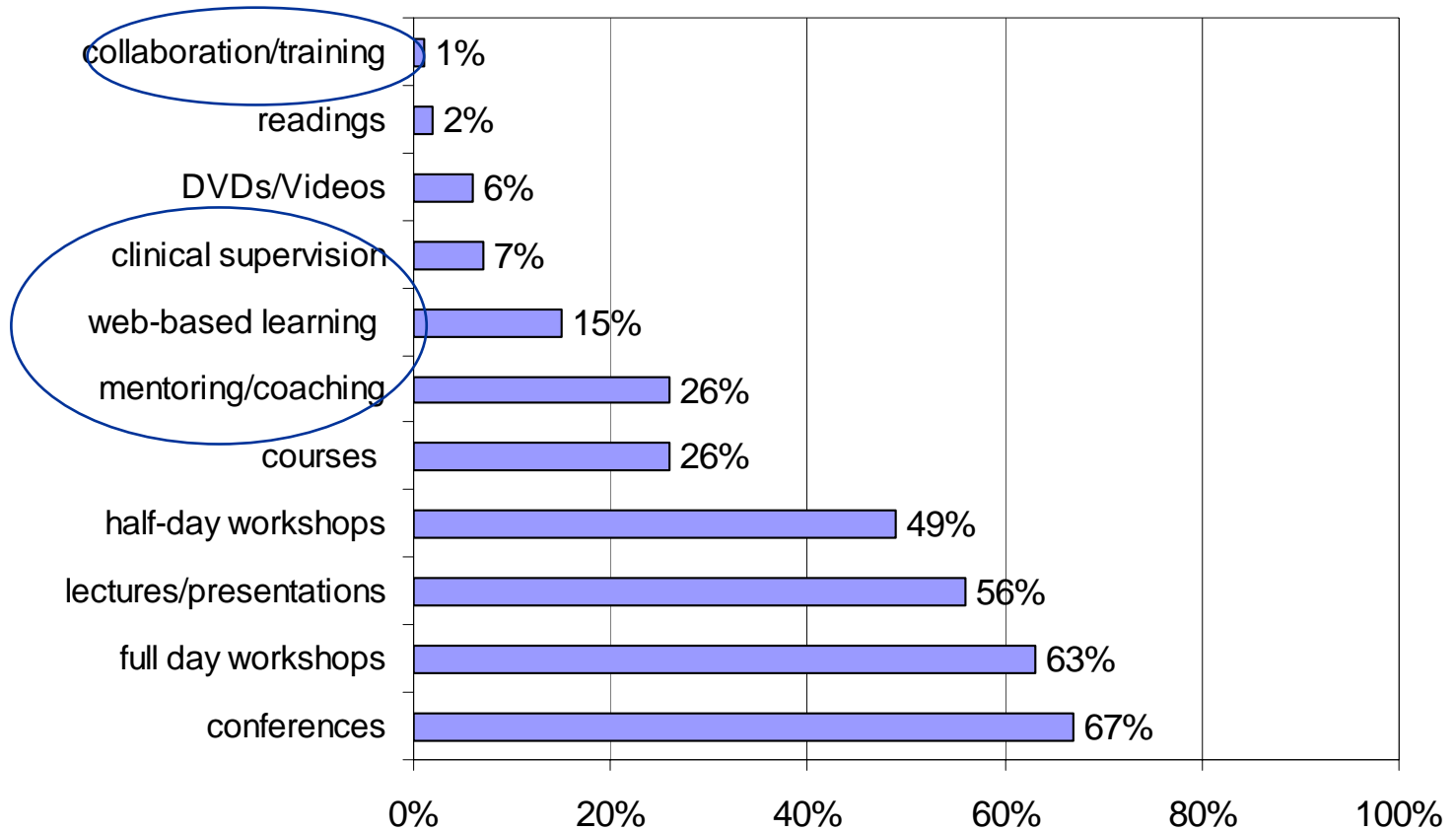- Part B/619: Education 84%, therapy 22%, and other 8%
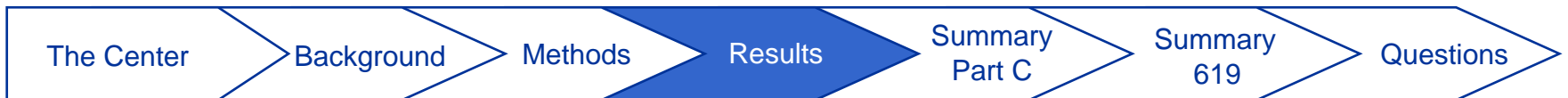
# Survey Participant Characteristics

- Most practitioners (80%) report not getting the training they need to work with children with disabilities through professional education programs.

- Only 50% of respondents report being required by their state to complete specialized training to work with children above and beyond their professional credentialing requirements.

# Method of Training



| Method | Percent |
|--------|---------|
| collaboration/training | 1% |
| readings | 2% |
| DVDs/Videos | 6% |
| clinical supervision | 7% |
| web-based learning | 15% |
| mentoring/coaching | 26% |
| courses | 26% |
| half-day workshops | 49% |
| lectures/presentations | 56% |
| full day workshops | 63% |
| conferences | 67% |

Percent of Respondents

# Overview: Part C & Part B/619
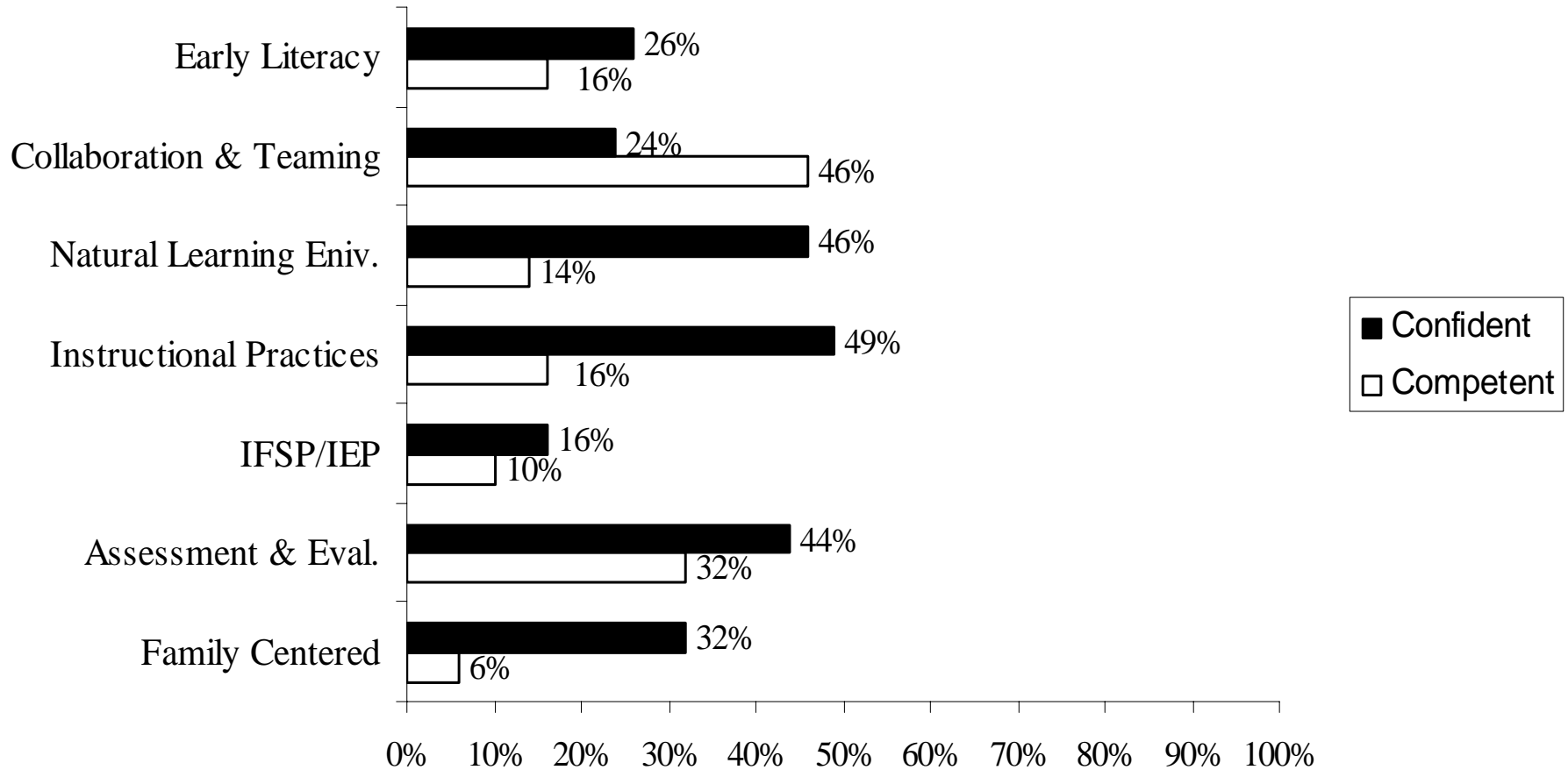


Early Literacy: Confident 26%, Competent 16%
Collaboration & Teaming: Confident 24%, Competent 46%
Natural Learning Eniv.: Confident 46%, Competent 14%
Instructional Practices: Confident 49%, Competent 16%
IFSP/IEP: Confident 16%, Competent 10%
Assessment & Eval.: Confident 44%, Competent 32%
Family Centered: Confident 32%, Competent 6%

Legend: ■ Confident, □ Competent

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

# Family-Centered Practice

| Question | 0-3 | 3-5 |
|---|---|---|
| I am able to get the families I work with to obtain supports and resources on their own | 8 | 8 |
| Families recognize and use their strengths to improve child outcomes because of how I work with them | 25 | 16 |
| Getting families to talk to me about what is important for them to accomplish comes easy to me | 55 | 57 |
| I am pretty sure that the families I work with will become more empowered because of my work with them | 55 | 39 |

% reporting "almost always" and "all of the time"
First 2 items represent competence, last 2 items represent confidence
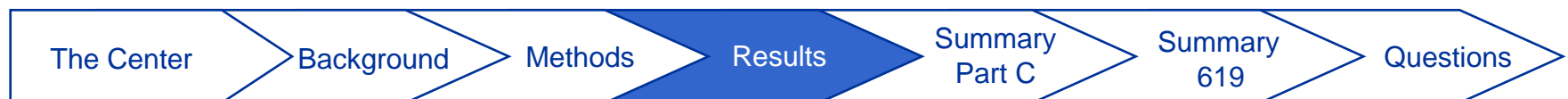
# Assessment & Evaluation

| Question | 0-3 | 3-5 |
|---|---|---|
| I am able to "hit the mark" every time in terms of identifying children's strengths and needs | 40 | 44 |
| I am especially proficient at helping parents identify their children's and families' needs and concerns | 42 | 49 |
| I am almost always certain that I will be able to identify and use children's personal interests to improve child learning | 62 | 59 |
| I feel sure that my assessments of children's capabilities are accurate | 62 | 64 |

% reporting "almost always" and "all of the time"
First 2 items represent competence, last 2 items represent confidence
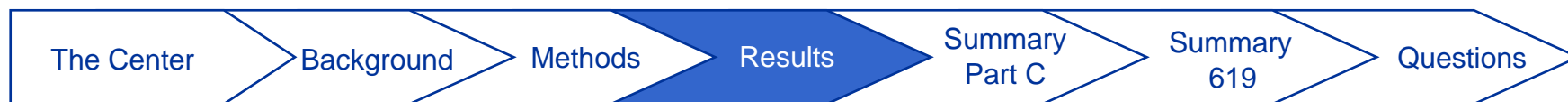
# IFSP/IEP

| Question | 0-3 | 3-5 |
|---|---|---|
| The children with whom I work achieve the majority of their IFSP outcomes in six months or less | 12 | 31 |
| I am able to get the families I work with to be key players in identifying IFSP outcomes for their children and themselves | 33 | 16 |
| Writing IFSP outcomes that are functional and meaningful child behavior is a breeze | 27 | 26 |
| It is easy for me to know which child and parent IFSP outcomes are most important to the families I work with | 53 | 45 |

% reporting "almost always" and "all of the time"
First 2 items represent competence, last 2 items represent confidence
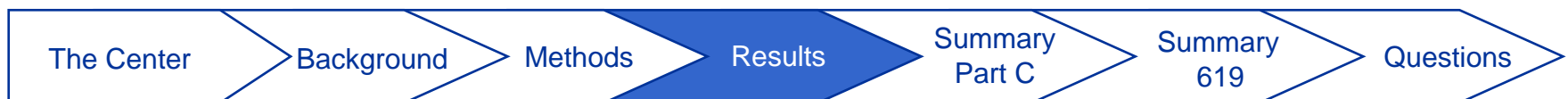
# Instructional Practices

| Question | 0-3 | 3-5 |
|---|---|---|
| Because of my efforts, parents and other caregivers are better able to use responsive instructional practices with their children | 25 | 20 |
| My efforts getting parents and other caregivers to promote child engagement with people and objects are very successful | 28 | 45 |
| It is easy for me to get parents and other caregivers to use prompting and prompt fading procedures with their children | 15 | 58 |
| It makes me feel good when I see parents using child-initiated and child-directed learning activities | 90 | 77 |

% reporting "almost always" and "all of the time"
First 2 items represent competence, last 2 items represent confidence
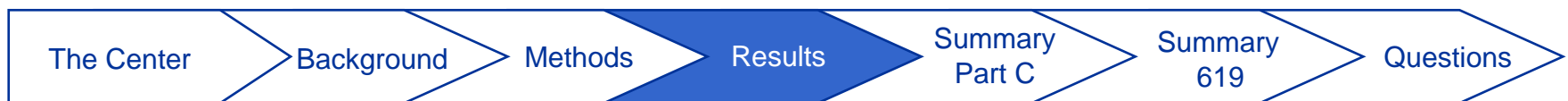
# Natural Learning Environments

| Question | 0-3 | 3-5 |
|---|---|---|
| I am able to get parents I work with to use everyday family and community activities as sources of child learning opportunities | 25 | 36 |
| I am almost always certain that I will be able to identify and use children's personal interests to improve child learning | 31 | 24 |
| I find parents' use of natural child learning opportunities that we identified together professionally rewarding | 66 | 56 |
| I feel that the children I work with benefit a great deal from everyday informal learning opportunities | 72 | 75 |

% reporting "almost always" and "all of the time"
First 2 items represent competence, last 2 items represent confidence
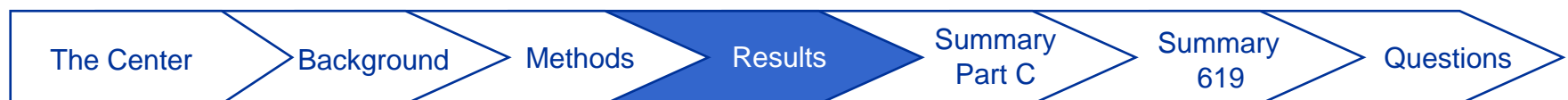
# Collaboration & Teaming

| Question | 0-3 | 3-5 |
|---|---|---|
| I am able to successfully implement interdisciplinary interventions taught to me by professionals from other disciplines | 49 | 53 |
| Jointly planning and implementing interventions with other professionals insures that the children I work with get the right kind of practices | 68 | 72 |
| Helping other team members do what I do best (role release) makes me feel good about the interventions children and families receive | 58 | 71 |
| I am able to get the families I work with to be key players in identifying IFSP outcomes for their children and themselves | 37 | 33 |

% reporting "almost always" and "all of the time"
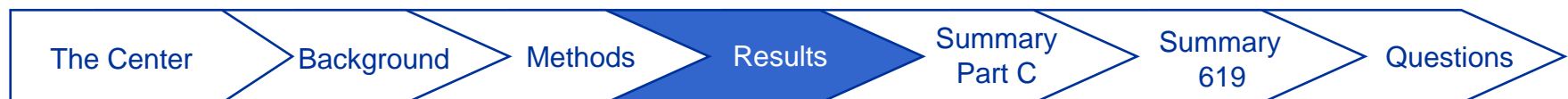First 2 items represent competence, last 2 items represent confidence
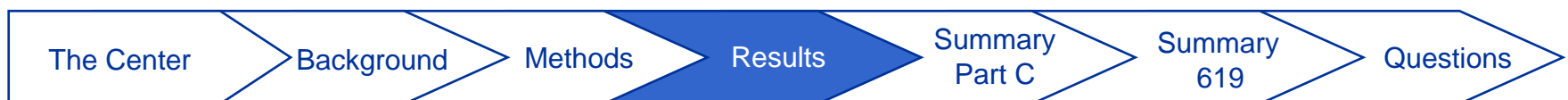
# Early Literacy Learning

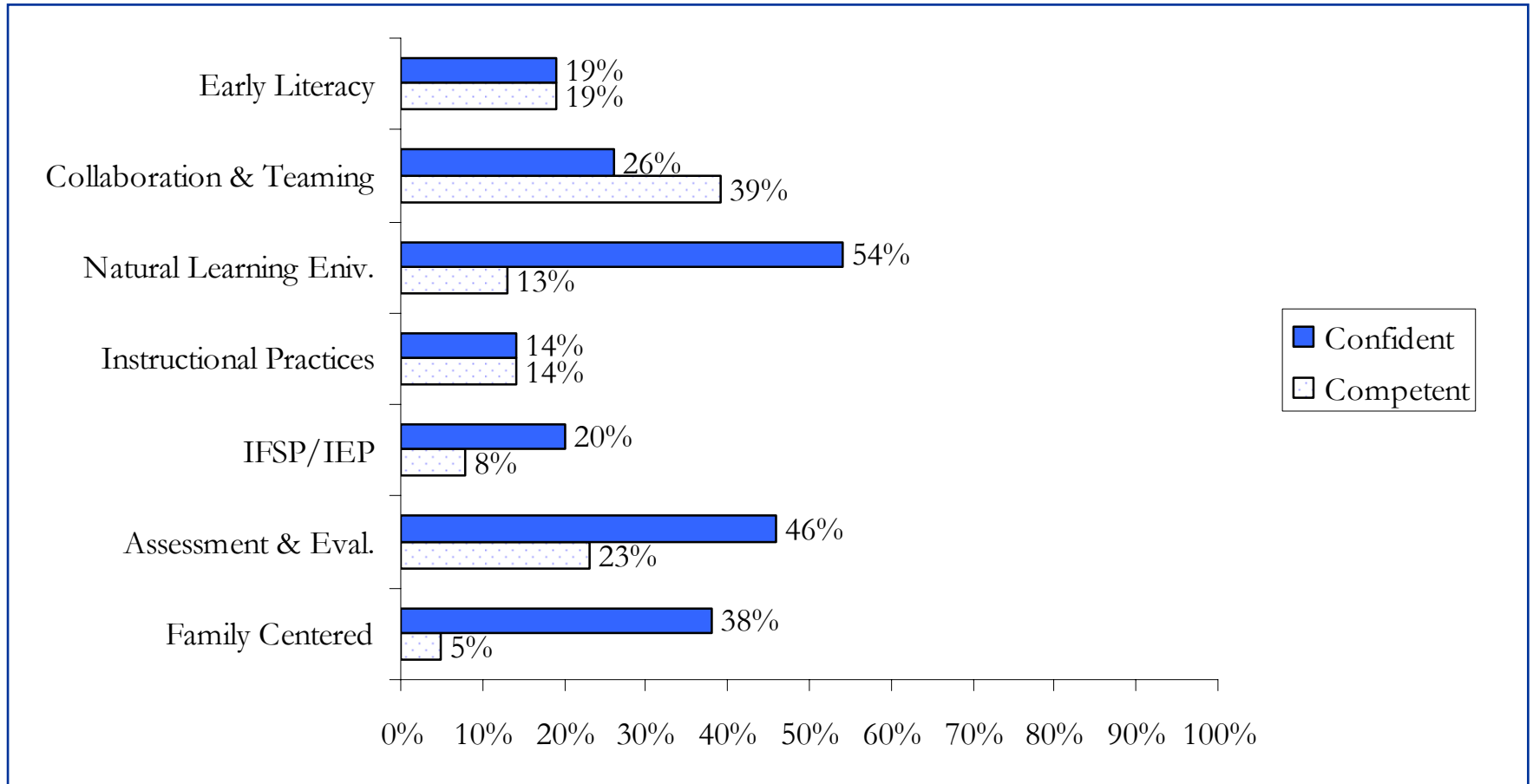| Question | 0-3 | 3-5 |
|---|---|---|
| I make sure I help parents and other caregivers understand and use emergent literacy learning activities with their children | 41 | 40 |
| I am able to get parents to understand why parent/child sound and word games are important for children's early literacy learning | 26 | 22 |
| I am pretty good at helping parents provide their children early literacy learning experiences | 49 | 50 |
| Including pre-reading and pre-writing outcomes on children's IFSP/IEPs comes natural to me | 25 | 39 |

% reporting "almost always" and "all of the time"
First 2 items represent competence, last 2 items represent confidence

# Overview of Competence and Confidence (Part C)



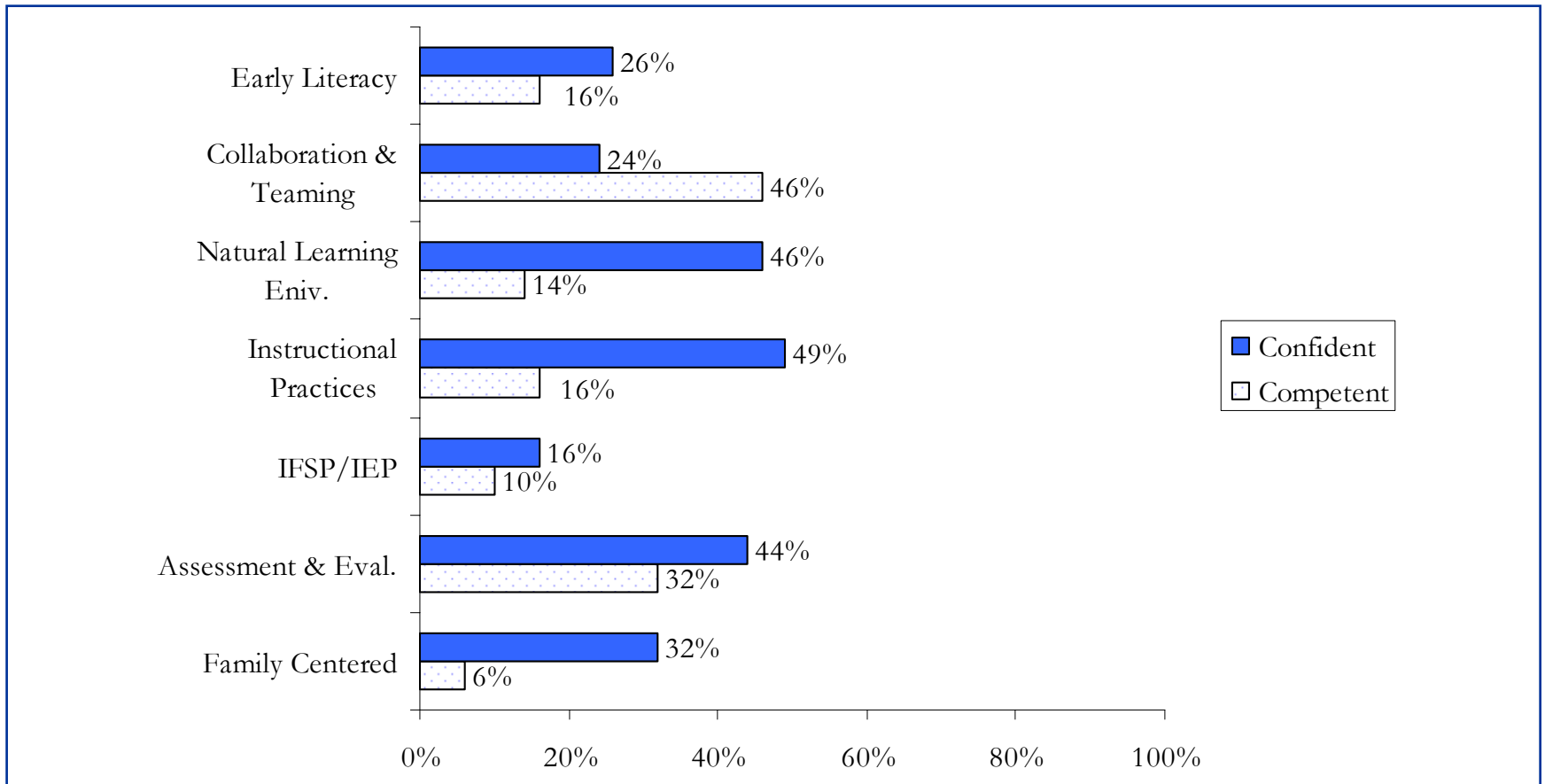| Category | Confident | Competent |
|---|---|---|
| Early Literacy | 19% | 19% |
| Collaboration & Teaming | 26% | 39% |
| Natural Learning Eniv. | 54% | 13% |
| Instructional Practices | 14% | 14% |
| IFSP/IEP | 20% | 8% |
| Assessment & Eval. | 46% | 23% |
| Family Centered | 38% | 5% |

# Part C:  Competence Areas by Profession

Percent of Part C Practitioners Who Reported Competence With Different Types of Selected Practices

| Type of Practice | SE/ ECSE | Early Childhood | SLP | OT | PT |
|---|---|---|---|---|---|
| sample size | 384 | 193 | 234 | 106 | 89 |
| Family-Centered Practices | 16 | 5 | 5 | 5 | 2 |
| Assessment Practices | 35 | 31 | 26 | 26 | 26 |
| Achieving IFSP/IEP Outcomes | 6 | 8 | 6 | 11 | 12 |
| Instructional Practices | 13 | 12 | 18 | 7 | 18 |
| Natural Environments/LRE | 11 | 13 | 18 | 20 | 55 |
| Collaboration/Teaming | 42 | 43 | 36 | 25 | 24 |
| Early Literacy | 21 | 20 | 25 | 12 | 11 |

# Overview of Competence and Confidence (619)



Chart legend:
- Confident (blue)
- Competent (white)

| Category | Confident | Competent |
|---|---|---|
| Early Literacy | 26% | 16% |
| Collaboration & Teaming | 24% | 46% |
| Natural Learning Eniv. | 46% | 14% |
| Instructional Practices | 49% | 16% |
| IFSP/IEP | 16% | 10% |
| Assessment & Eval. | 44% | 32% |
| Family Centered | 32% | 6% |

# 619: Competence Areas by Profession

Percent of Section 619 Practitioners Who Reported Competence With Different Types of Selected Practices

| Type of Practice | SE/ECSE | Early Childhood | SLP |
|---|---|---|---|
| Sample size | (n=470) | (n=222) | (n=106) |
| Family-Centered Practices | 6% | 7% | 6% |
| Assessment Practices | 32% | 31% | 35% |
| Achieving IFSP/ IEP Outcomes | 10% | 11% | 8% |
| Instructional Practices | 15% | 20% | 19% |
| Natural Environments/ LRE | 12% | 12% | 17% |
| Collaboration/ Teaming | 49% | 49% | 36% |
| Early Literacy | 15% | 19% | 16% |

# Questions?

Center Information

- http://www.uconnucedd.org/

Data Reports

- http://www.uconnucedd.org/per_prep_center/publications.html

# Contact Information

Mary Beth Bruder, Ph.D.

860-679-1500

bruder@nso1.uchc.edu

Cristina Mogro-Wilson, Ph.D.

860-679-1500

cmwilson@uchc.edu