

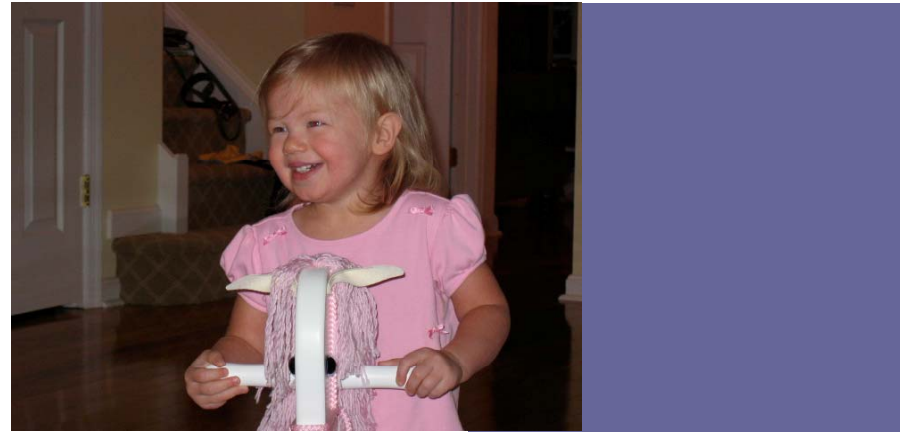
Knowledge and Skills of
Early Intervention
Specialists: Where are the
Gaps?



EHDI

March 2010

Chicago, IL



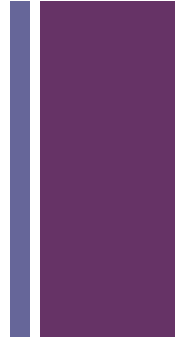
Presenters:

Marilyn Sass-Lehrer, Arlene Stredler Brown,

Nicole Hutchinson, Kimberly Tarasenko

Mary Pat Moeller, Karen Clark

+ Presentation Goals



- Provide a “snapshot” of State Requirements for Professionals
- Compare these Requirements with Recommendations for Best Practice
- Identify the Gaps
- Recommendations

+ A Little Background

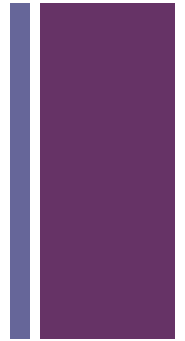
- Needs Assessment Conducted 2008
 - Determined need for Training of EI Specialists
 - Lack of Consensus on Who, What, When
 - Who should prepare specialists?
 - What should content and preparation be?
 - When should this happen?



+ Needs Assessment Survey (2008)

- 26 Respondents from 17 National Organizations
- Internet Based Survey
- Strong Agreement on the Need to Identify Core Competencies
- Strong Agreement on Need to Identify a specialized “subset”
- Strong Support for Consensus on “Highly Qualified”

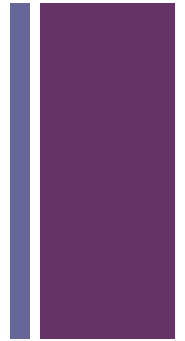
+ Best Practice Documents (2009)



1. CENTe-R Competencies (UNC- Greensboro)
2. ASHA-CED Technical Report
3. ASHA Core Knowledge and Skills for SLPs
4. NAD Position Statement
5. CEASD Position Statement
6. AGBell Core Competencies (LSLS Certificate Program)
7. Consensus Report (Marge & Marge, 2005)
8. JCIH 2007 Position Statement



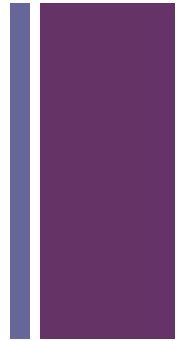
+ 9 Core Competency Areas



1. Language Acquisition and Communication Development (20)
2. Screening, Assessment and Evaluation (19)
3. Family-Centered Practice (14)
4. Infant and Toddler Development (14)
5. Planning and Implementing Service (13)

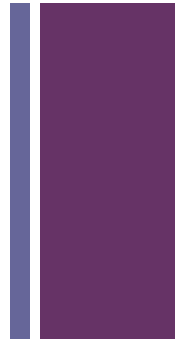
+ Core Competency Areas

5. Collaboration and Interdisciplinary Practice (10)
6. Professional and Ethical Behavior (10)
7. Technology: Auditory, Visual, Tactile (8)
8. Socially, Culturally & Linguistically Responsive Practice (6)

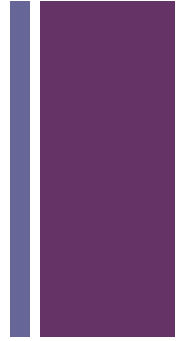


+ Summary of 2009 Document Review

- High levels of agreement for many competencies
- Discovered some unique competencies
- A greater focus on KNOWLEDGE than SKILLS
- Identified Gaps:
 - Family systems and skills for building partnerships
 - Infancy related theories (attachment, multimodal learning)
 - Evidence-based practice skills in EI



+ Review of State Documents on Requirements for Providers 2009-2010



■ Web-based Review

- Reviewed all State Websites
- Information from 40 States & DC

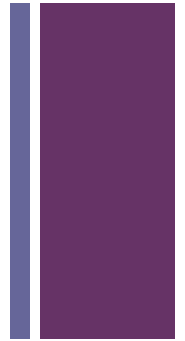
■ Purpose

- Does state have EI Credential?
- Does state have EI Credential for D/HH?

■ Information varied by state

+ Review of Web-Based State Documents

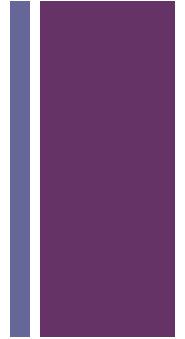
- Required Coursework and Experiences for:
 - Audiologist
 - Early Childhood Educator
 - Early Childhood Special Educator
 - Special Educator
 - Deaf Educator
 - Speech Language Pathologist
 - Social Work
 - Counselor
 - Deaf Mentor, Parent Service Provider, Interpreter





Internet Survey

January-February 2010



■ Purpose:

- Snapshot of state requirements for Service Providers Birth to 3

- Requirements for Early Intervention Direct Service Providers for Children who are Deaf or Hard of Hearing Birth to 3 and their Families

[Link to Survey](#)

■ Format:

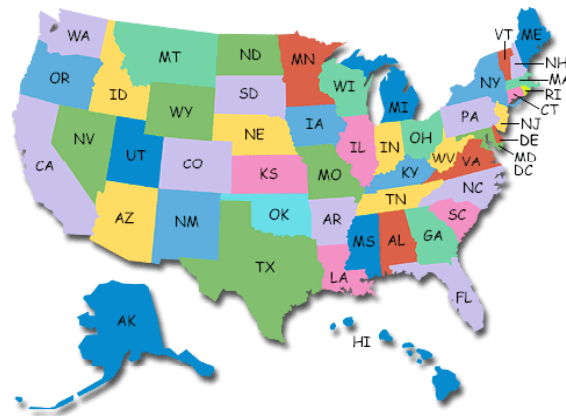
- Google Survey
- 10 Questions (sub questions)



Internet Survey of States 2010

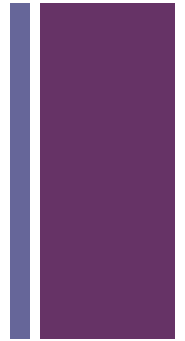


- Participants (205 surveys sent)
 - State Part C and EHDI Coordinators
 - University Teacher Preparation Programs
 - Request to refer to those “who know”



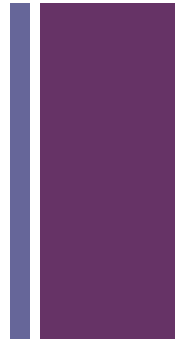
+ Survey Areas

- Best Practice Guidelines
- Certification, License, Endorsement, Credential
 - Who is Eligible?
 - Required for Whom?
 - When: Before or After Employment?
- Is a Professional License (e.g., SLP, Deaf Ed) required for certification?

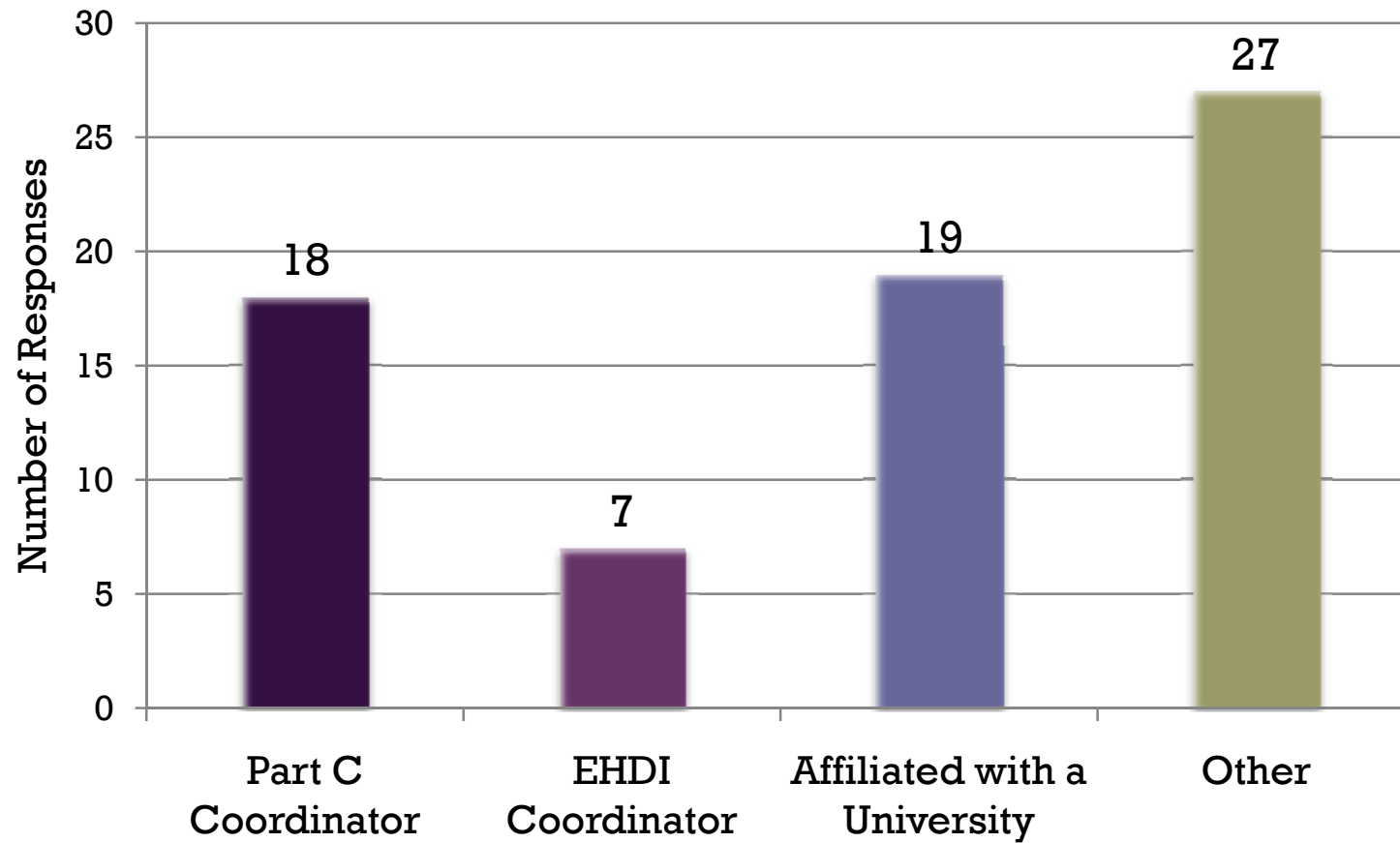


+ Survey Areas

- Which Competency Areas are Required?
 - When? Before or After?
 - How Demonstrated?
 - Portfolio, Pre-service transcript, State/National Exam, Interview, Direct observation, Other.
- Is Supervised Field Experience Required?



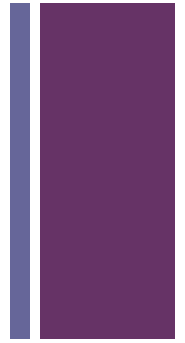
+ Respondents



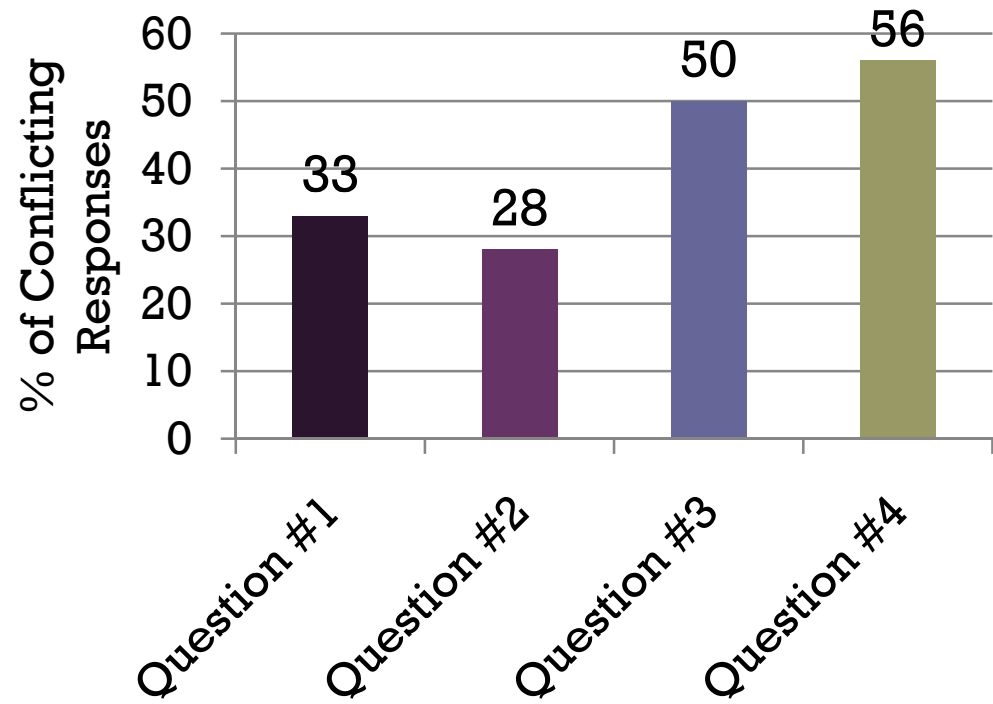
45 States + DC (AL, DE, HI, MS, OR)

+ Data Analysis

Conflicting Response Rates

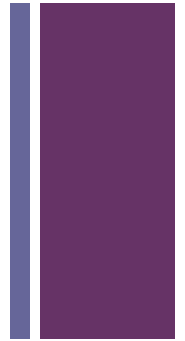


1. Best Practices
Birth to 3
2. Certification Birth to 3
3. Best Practices
Deaf/HH
4. Certification Deaf/HH

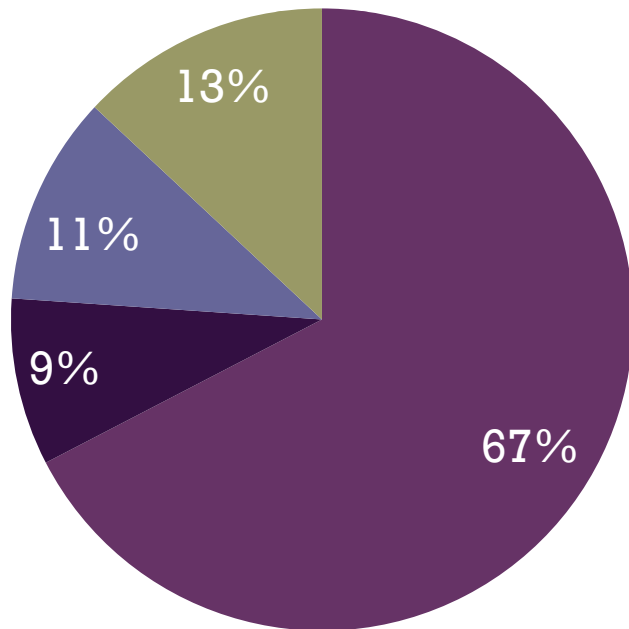




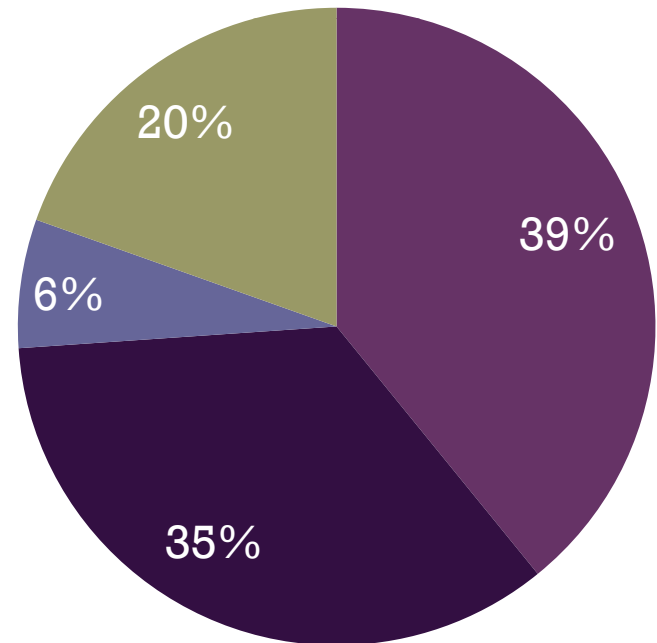
Best Practice Guidelines (Responses = 46 States)



Providers for all Birth - 3

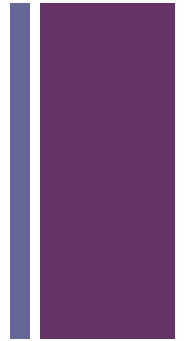


Providers for D/HH Birth - 3



- Yes
- No
- Don't Know
- Conflicting Info

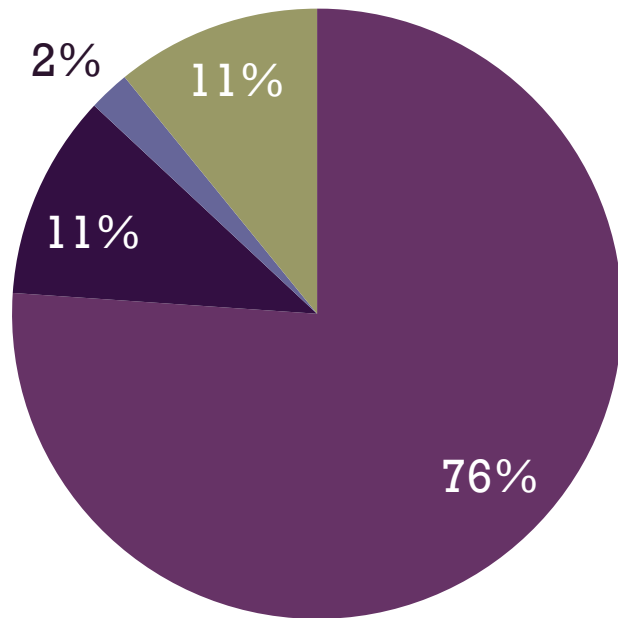
+ Comments



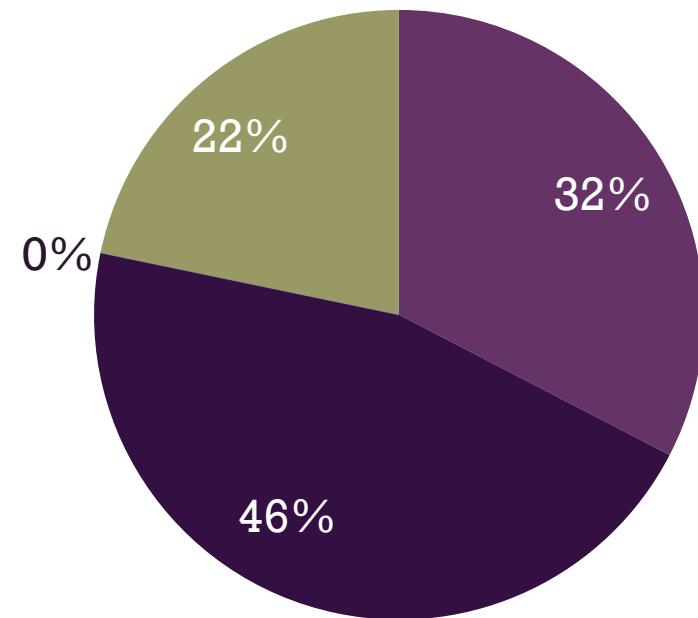
- A working group in [our state] at the request of the lead agency did develop best practices guidelines and outline professional standards for individuals and programs servicing infants and toddlers with hearing loss. (Completed in 2004 and revised in 2008) These have never been adopted. It has been extremely frustrating as the lead agency has ignored all requests for reviewing and disseminating the information.

+ State Certification (Responses: 46 States)

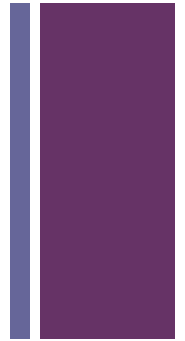
Providers for all Birth - 3



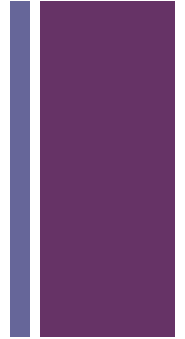
Providers for D/HH Birth - 3



- Yes
- No
- Don't Know
- Conflicting Info

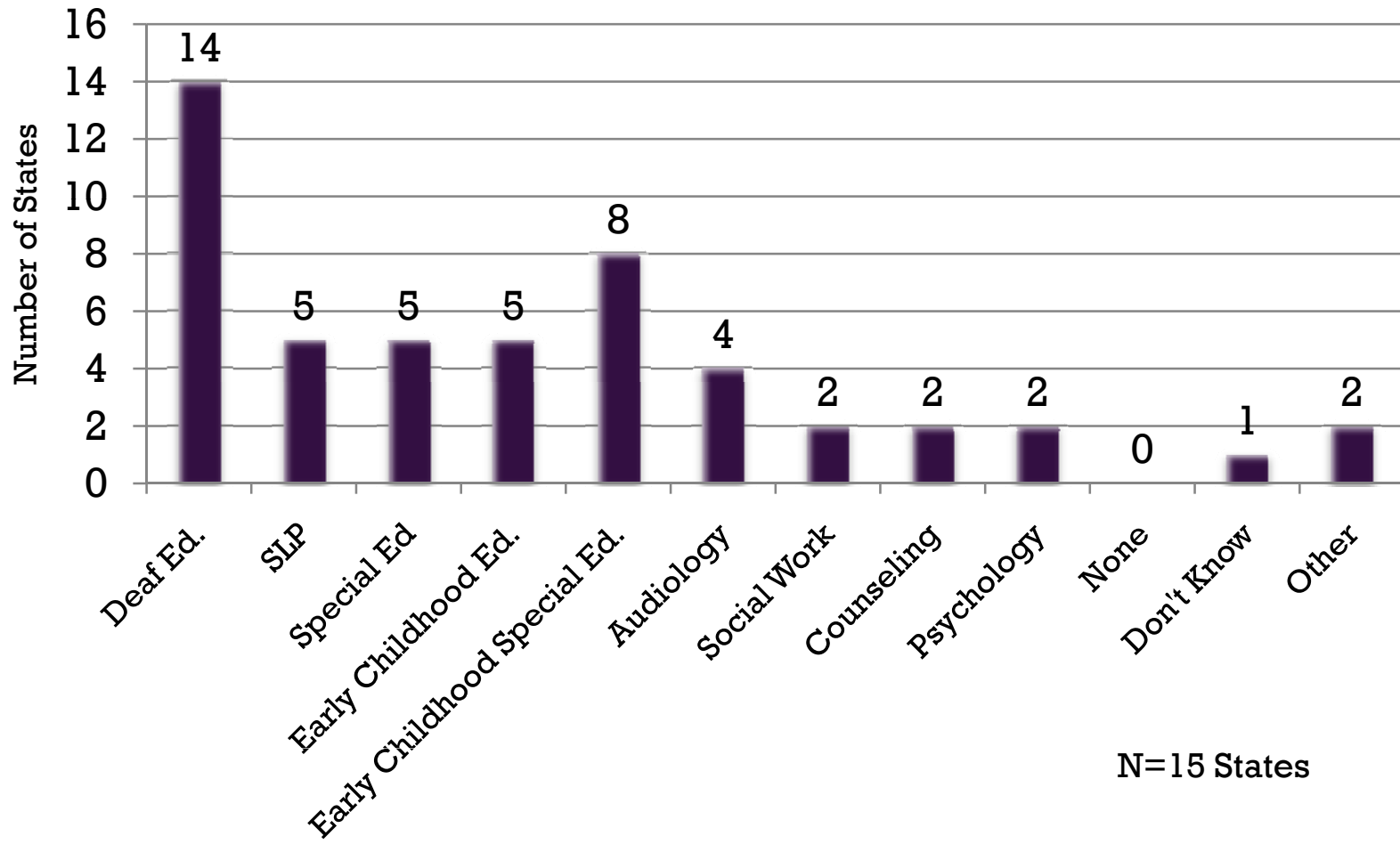
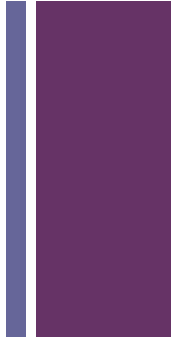


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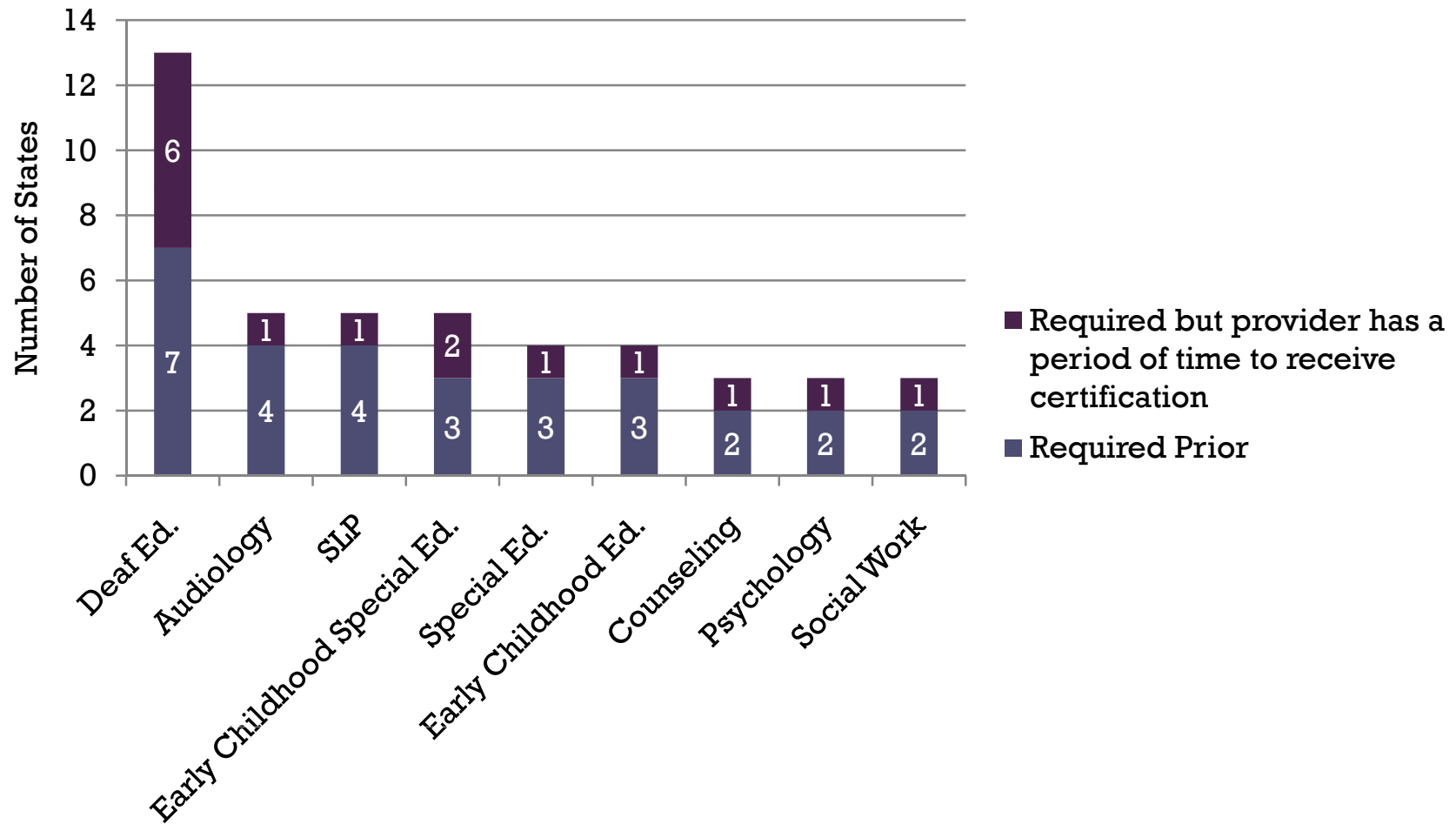


- All they need is certification in EI. It has always been and continues to be a point of contention between Deaf Educators in the state and Early Interventionists.
- No specific credential in the field of hearing loss is required. Most infants and toddlers & their families are served by SLPs & Developmental Interventionists who most likely never served a child with hearing loss before. :(

+ Who is Eligible for Certification?

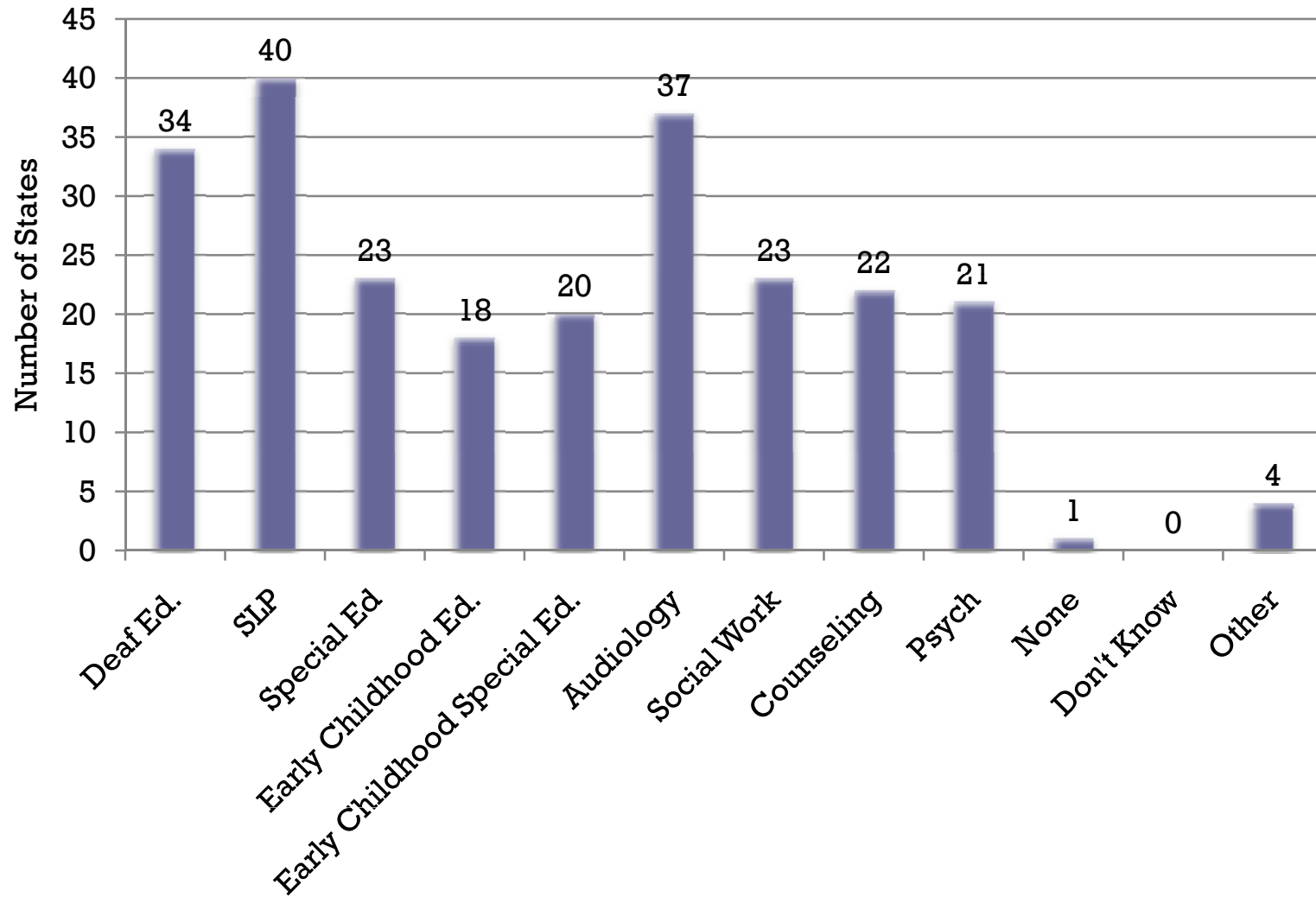
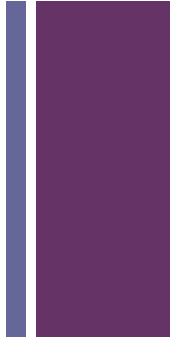


+ Who is Required to have Certification?

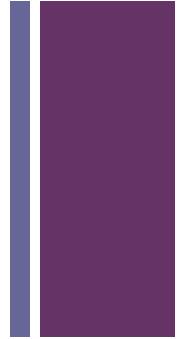




Professional Credential Required



+ Comments



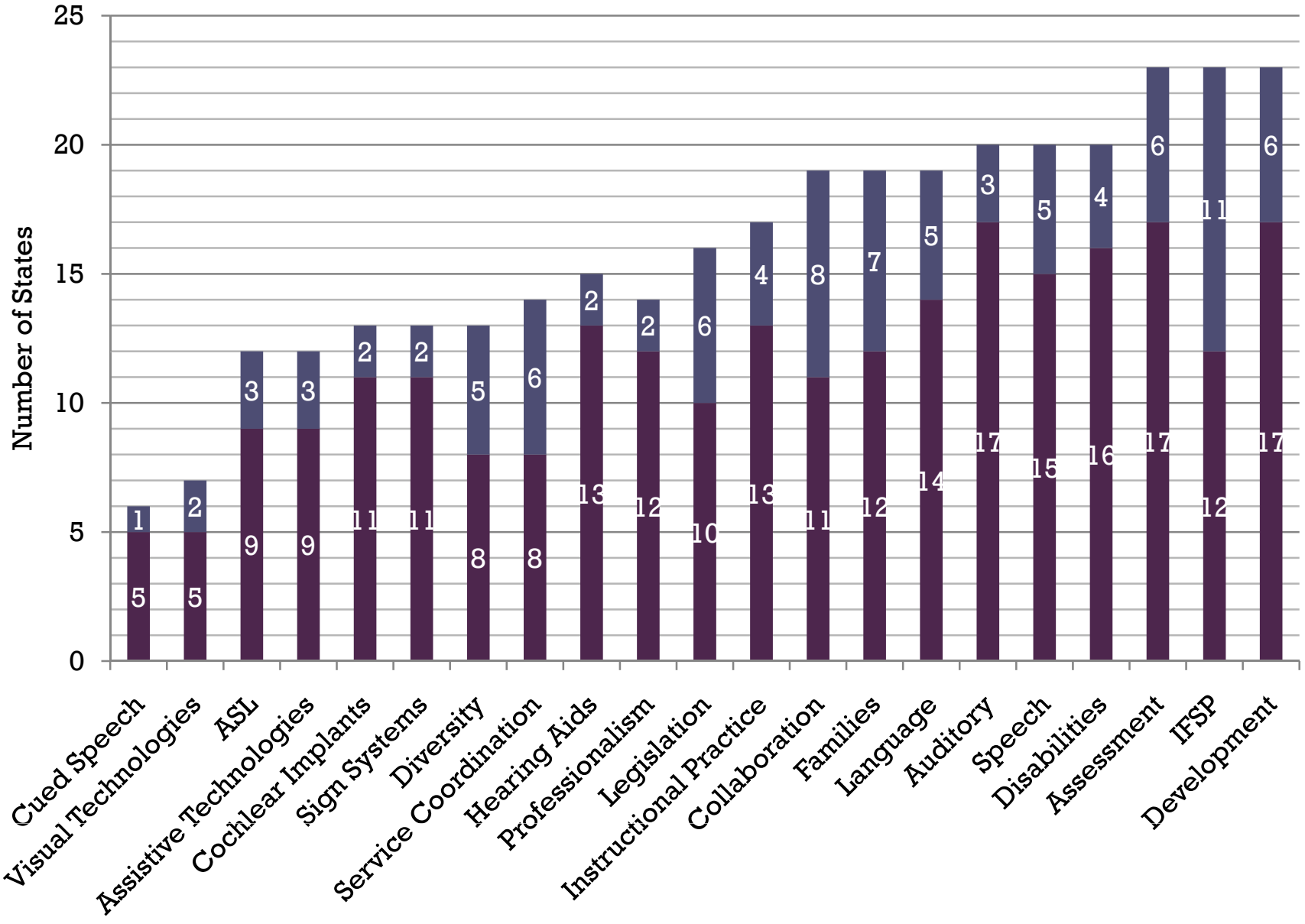
- I just want to emphasize that the service providers in the state who provide direct services to D/HH children ages birth-three do not necessarily have to have any knowledge or experience to work with these children. There are some who do have certification and/or graduate degrees in the field of deaf education, but many just have degrees in their general field (i.e. SLP has ASHA certification but not necessarily specific deaf education knowledge or ECSE has state licensure but not necessarily an endorsement or coursework in deaf education.)

+ What Competency Areas are Required?



Collaboration	Development	ASL	IFSP	Other Technologies
Legislation	Instruction/Practice	Sign Systems	Disabilities	
Professionalism	Language	Cued Speech	Hearing Aids	
Service Coordination	Speech	Diversity	Cochlear Implants	
Assessment	Auditory	Families	Visual Technologies	

■ Required Prior ■ Required, but provider has a period of time to fulfill the requirement.





What Competency Areas are Required for Certification?



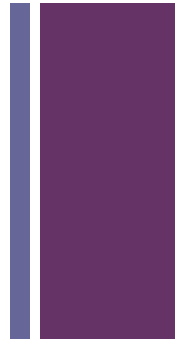
Most Frequently Required

- Assessment
- IFSP
- Developmental Differences
- Disabilities/Special Needs
- Auditory Development
- Speech Development

Least Frequently Required

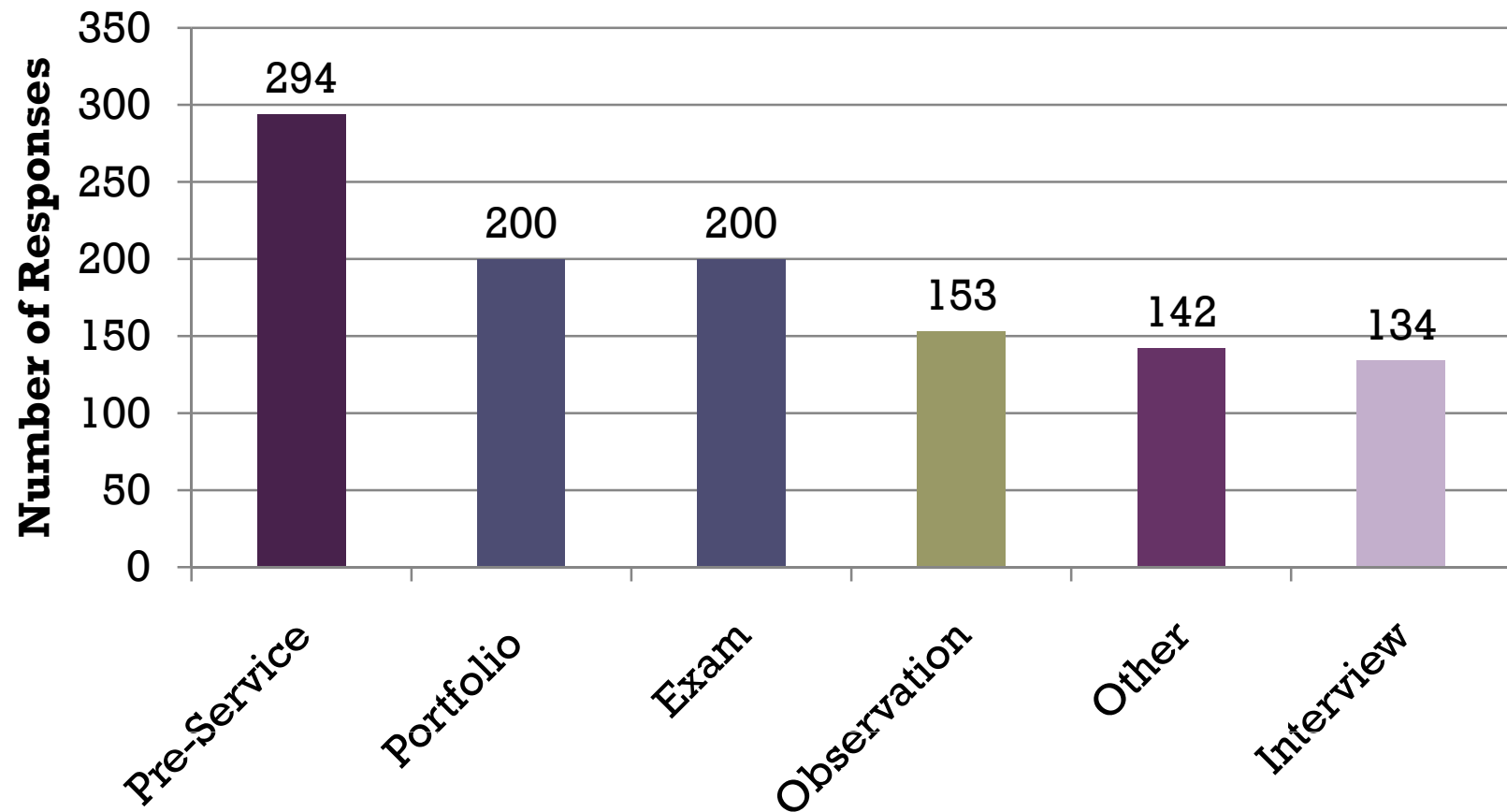
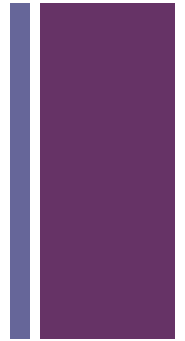
- Cued Speech
- Visual Technologies
- ASL Development
- Other Assistive Technologies
- Sign Communication Systems
- Cochlear Implants
- Cultural/Linguistic Diversity

+ Comments

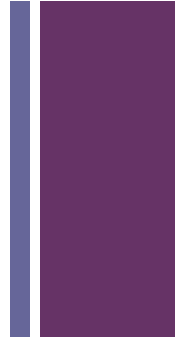


- The amount of training pre-service teachers receive in this area depends on which training program they attend, but all are required to have a minimum amount of knowledge.
- In order to be certified, providers complete 4 modules and pass a test with 80% accuracy for each. The topics I checked yes for are included in the modules, but the information is very basic and detailed information about children who are deaf or hard of hearing is not included.

+ How are Competencies Demonstrated?

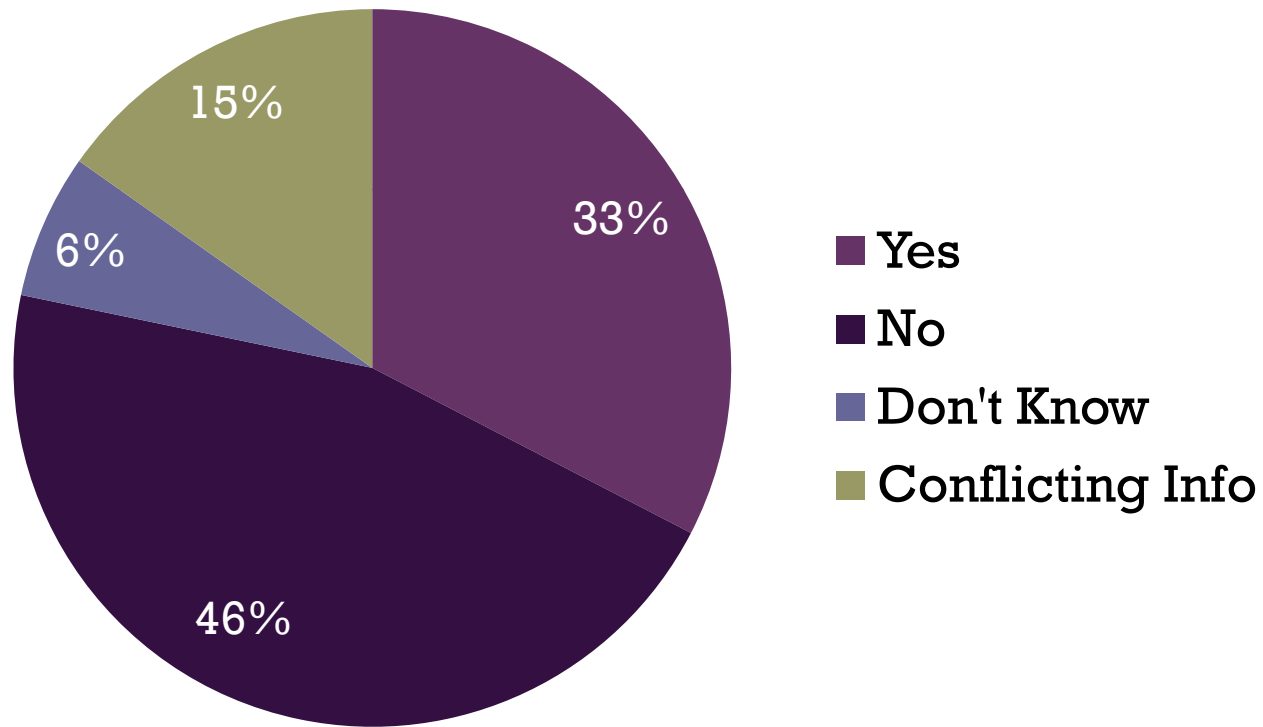
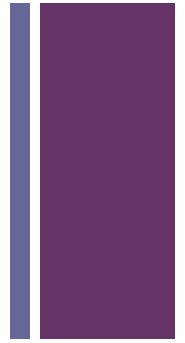


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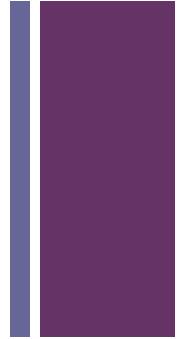


- In [our state] there are seven training programs for teachers of the deaf and hard of hearing. Some programs focus more heavily in certain areas such as auditory/oral or bilingual education, than others.

+ Is Field Experience Required?



+ Comments



- It is up to the professional and their college what age range they have the supervised field experience. May or may not include birth to three.
- Only required to have supervised internship in EI which may or may not have D/HH children during the experience.



Required Competency of States

Language Acquisition
& Communication
Development

Speech

Auditory

Screening,
Assessment &
Evaluation

Family-Centered
Practice

Infant & Toddler
Development

Disabilities

Planning &
Implementing
Services

IFSP

Collaboration &
Interdisciplinary
Practices

Professional &
Ethical Behavior

Technology:
Auditory, Visual,
& Tactile

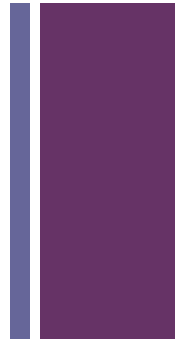
Socially,
Culturally, &
Linguistically
Responsive
Practice



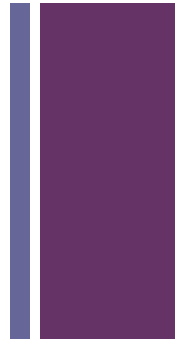
Where are the Gaps?

+ Where are the Gaps?

- Language Acquisition (ASL, Sign Systems)
- Family-Centered Practices
- Planning and Implementing Services
- Collaboration and Interdisciplinary Practices
- Professional Behaviors/Ethics
- Technology: Auditory/Visual/Tactile
- Social, Cultural, Linguistic Diversity

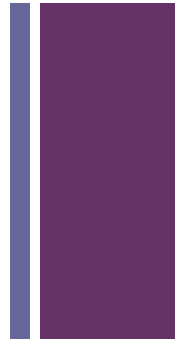


+ Summary and Recommendations



- Many states in process of developing best practices and/or certification documents
- Only 15 states have certification specific to D/HH Birth – 3
- Many states follow generic EI requirements
- EHDI Coordinators need to focus on Birth -3 training and professional development
- Part C & EHDI Coordinators and University Personnel need better communication and collaboration
- Professional Development is needed to ensure better outcomes for children and their families

+ Next Steps



- + Thanks to everyone who took the time to complete this survey and share a snapshot of what is happening in your states.

