DEFINING CORE COMPETENCIES: A THREE YEAR INVESTIGATION

EHDI Conference 2011

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Presentation Goals

- Describe the Development of Core Competencies
- Review of Core Competencies
- Discuss Potential Applications of Core Competencies
- Consider Next Steps

Background

Needs Assessment Conducted in 2008

- Need for Training EI Specialists
  - Strong Agreement on Need to:
    - Identify Core Competencies
    - Identify Specialized Subset of Competencies
    - Describe Highly Qualified
    - Assess and Train
  - Lack of Consensus on Who, What, When

Review of 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

Core Knowledge and Skills

1. Screening, Assessment and Evaluation
2. Infant and Toddler Development
3. Language Acquisition and Communication Development
4. Technology: Auditory, Visual and Tactile
5. Family-Centered Practice

   Socially, Culturally & Linguistically Responsive Practice

   Planning and Implementing Service
8. Collaboration and Interdisciplinary Practice
9. Professional and Ethical Behavior

   Stredler Brown, Moeller & Sass-Lehrer (2009)

Summary of 2009 Document Review

High levels of agreement on many competencies

Discovered some unique competencies

More focus on KNOWLEDGE than SKILLS

Identified Gaps:

- Family systems and skills for building partnerships
- Infancy related theories (attachment, multimodal learning)
- Evidence-based practice skills

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
- ▣ General Requirements by Professional Background

Internet Survey
January-February 2010

- Purpose:
  - State requirements for Service Providers Deaf/HH Birth to 3
- Format:
  - Google Survey
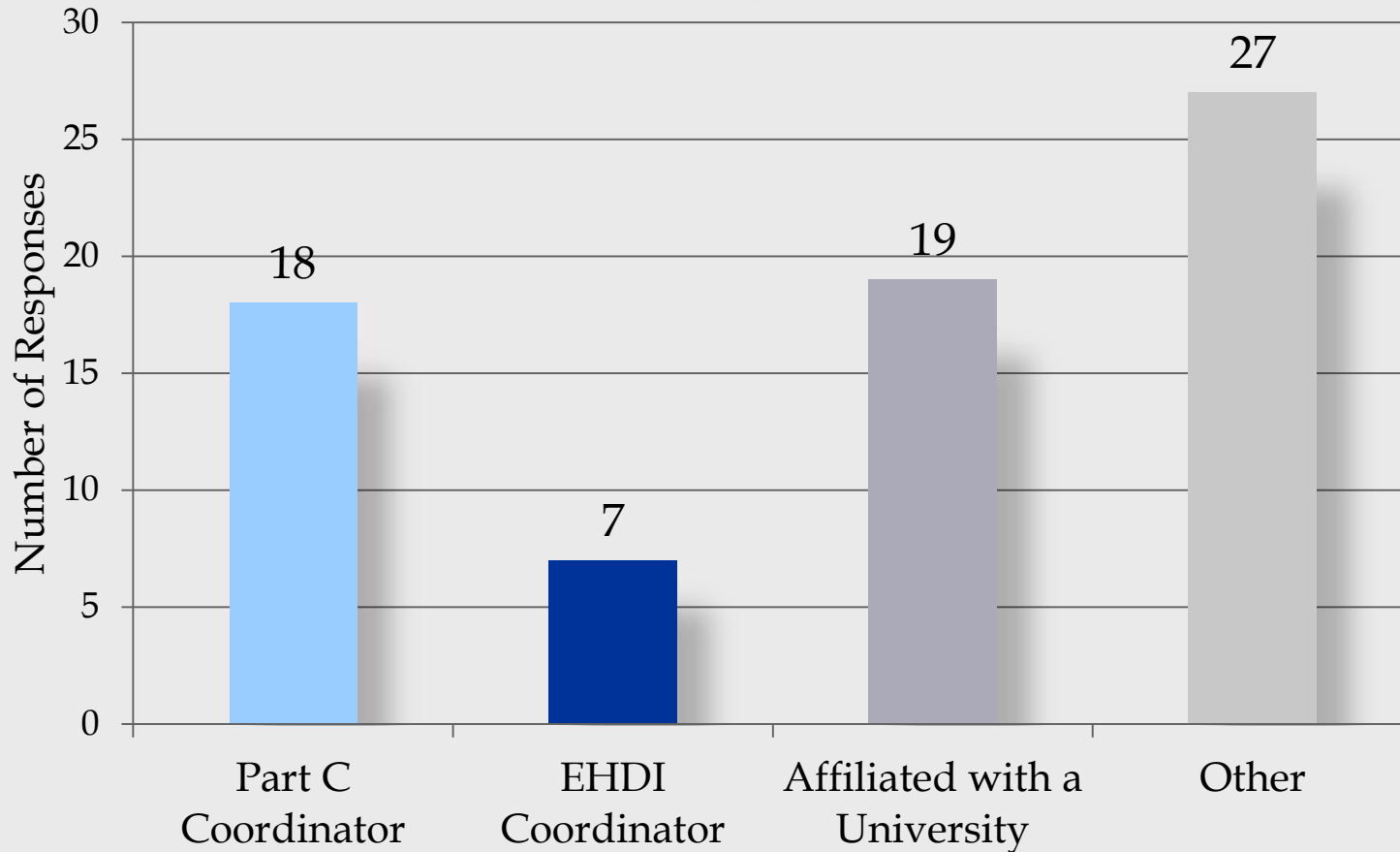 - 10 Questions (sub questions)

Internet Survey of States 2010

- Participants
  - State Part C and EHDI Coordinators
  - University Teacher Preparation Programs
  - Request to refer to those "who know"
  - All 50 states plus District of Columbia
  - 205 surveys sent
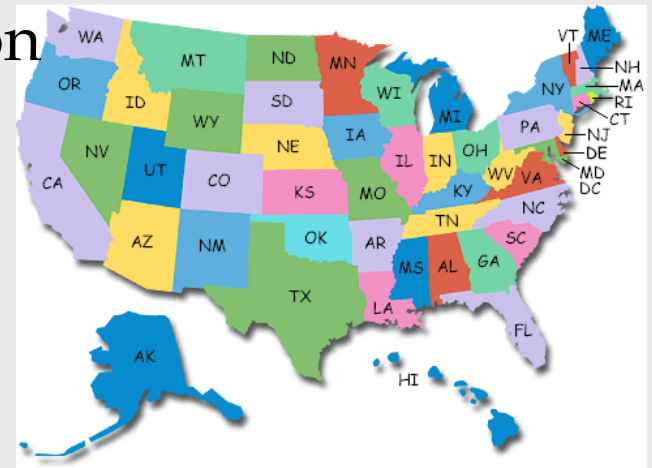
71 Respondents

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

State 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?

State Survey Areas (cont.)

- 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?

Where are the Gaps?

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

What We Want

- A Set of Core Competencies
- A Tool to Assess Competence
- A Systematic Approach to Training
- Standards for Practice

Small Group Activity
Review of Core Competencies

- For each competency area:
  - Do the listed items reflect core knowledge and skills needed by providers in your program, area, agency, district?
  - Comments/Reactions to this competency area and the respective knowledge and skills
  - What might be missing?
  - How might this document be used?

Application of Document

- Could this document be used to improve preparation/professional development of providers?
  - Self-assessment for professional development?
  - Guidelines for professional development?
  - Standards for Certification?
  - Other?

Self Assessment Tools

- McWilliam & Winton (1990). *Brass Tacks: A self-rating of family-centered practices in early intervention.*

- *Self-Assessment of Transdisciplinary Practices.* (2003). www.eicolorado.org

- Odom, McLean, Johnson, & Lamontagne (1995). *Recommended practices in early childhood special education: Validation and current use.*

As Self-Assessment

Knowledge or Skill: Family-Centered Practice	How Important is this to Your Work? Rate 1 - 5	How Confident are You in this Area? Rate 1 - 5	Rate Your Need for Professional Development Rate 1 - 5	Select Top 5 for your own professional development Prioritize Top 5
Understand family systems & family dynamics				
Demonstrate appropriate and effective active listening				

As Self-Assessment

BENEFITS

CHALLENGES TO OVERCOME

As Guidelines for Professional Development

Knowledge and Skill Area: Family-Centered Practice	Student Learning Outcome	Learning Strategies	Assessment of Student Learning Outcome
Understand family systems and family dynamics	Describe family supports and resources using family system's theory	Presentation on Family Systems and Family Dynamics; Family Studies	Beginning with a family study use family system's theory to describe family supports and resources

As Guidelines for Professional Development

BENEFITS

CHALLENGES TO OVERCOME

As Standards for Practice

- Existing models for practice standards
  - LSLS (Listening and Spoken Language Specialization)
    - Outlines core competencies for specialization credential
  - ASHA Practice Policy Statements
    - Developed by knowledgeable committees
    - Undergo extensive & ongoing peer review
    - Available on line to guide practice
- How might existing models apply to this project? Are there other models to consider?

As Standards for Practice

BENEFITS

CHALLENGES TO OVERCOME

Next Steps