



The Center To Inform  
*Personnel Preparation Policy And Practice*  
In Early Intervention & Preschool Education



*At a Glance...*

*Volume 4, No. 2 March 2008*

**Study IV**  
**National Status of**  
**Early Intervention**  
**Personnel Credentials**  
**Think Tank:**  
**May 24-25, 2006**  
**in Washington, D.C.**

*The Center sponsored a focus group meeting in Washington D.C. to review the findings of The National Status of Early Intervention (EI) Personnel Credentials data report to discuss the value of a credential for EI providers, and to assist in the design of future studies to examine the effects a credential has on child and family outcomes. Sixteen Part C coordinators or their designee from states with an EI credential participated in the Think Tank.*

### **Key Conclusions:**

#### *The participants reviewed the study and concluded:*

- There is great variation across states in credentialing requirements.
- There is little consistency in the methods used by states who offer an EI credential.
- The process of EI credentialing is complex and idiosyncratic across states.

### **Recommendations:**

#### *An EI credential should:*

- Be based on evidence-based practices and competencies.
- Require demonstrations of competence within regular work activities (i.e. under supervision) or practica.
- Reflect national standards with state specific requirements.

#### *The process to develop a state EI credential should:*

- Involve stakeholders such as discipline specific professional organizations, the ICC, families, and service providers, in order to develop consensus on competencies, policies, procedures, and timelines.
- Include content/competencies derived from recommended practices in child development, family systems, IEP/IFSP, policies and professionalism, transition, teaming, and service coordination.
- Reflect national standards related to developmentally appropriate practice (i.e. NAEYC) and evidence-based practices (i.e. DEC Recommended Practices).
- Utilize surveys of service providers and post-training evaluations to identify training needs.

#### *The Implementation of the Credential should:*

- Be grounded in support from key stakeholders such as government officials, Part C administrators, ICC's, national professional organizations, colleges and universities, providers, and families.
- Reflect collaboration between Part C and local colleges and universities.
- Include financial incentives for service providers to obtain the credential (financial, release time, payment for attending trainings, and reimbursement for tuition).



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- Offering a variety of professional development options allows personnel flexibility in selecting the type of instruction, location, topic, etc.
- Address solutions and answers to logistical issues and concerns such as: providers' limited time and resources; unions concerns about added personnel requirements; additional requirements might result in losing providers; losing "billable" hours while fulfilling requirements.

### *Components of an EI Credential should include:*

- On-going training of evidence-based content and competencies with defined outcomes.
- Linkage to the state's Comprehensive System of Personnel Development (CSPD).
- Evaluation procedures that include evidence that the required competencies, training, and practice yield an increase in child and family outcomes.
- Partnerships with professional organizations to develop consistent qualifications, requirements across disciplines.
- Both inservice and preservice training systems.
- On-site observation and regular supervision as follow-up to content-based training.
- Professional experience as a requirement.
- An accurate measures of competencies.
- Incentives such as monetary compensation for obtaining the credential.

### *The Evaluation of the Credential should include:*

- Child outcomes that could be measured by family surveys, and norm- and criterion-referenced child assessments.
- Family outcomes that could be measured by: a survey of on service delivery, resources, IFSP development and implementation, team-building, and families' knowledge of their rights, etc. and by pre-post evaluations.
- Service provider outcomes that could be measured by: observation/videotape; work samples and portfolios; self-assessments of competence and confidence; pre- and post-tests before and after obtaining a credential; written products such as a portfolio with IFSPs and service notes analyzed before and after credential.

*All participants noted that obtaining a credential could be an important lifelong learning goal and would not affect the supply of personnel. Participants stated that adding a credential for EI personnel impacts people's sense of belonging and has other positive outcomes.*

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

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



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