The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education Study II

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

Research Strand I
Personnel Standards

Status	•Part C Profile •Part C Credential •619 Profile •619 Blended Credential
Child/Family Outcomes	•Part C Credential/Outcomes

Research Strand II
Preservice/Higher Education

Status	•Higher Ed Profile •Doc Program Profile •OSEP Program Profile •Blended EC Programs and Standards
Child/Family Outcomes	•Student Outcomes for Blended Programs and Subsequent Practice Outcomes •Collaborative Doc Program

Research Strand III
Inservice/Ongoing Training

Status	•National Study of Competence and Confidence •Profile of State TA Networks
Child/Family Outcomes	•Comparisons of Professional Development Models

Higher Education

- Create a database of personnel preparation programs
- Analyze the characteristics of training programs
- Determine how training programs provide learning opportunities specific to young children and families
- Develop a profile of current training programs

Higher Education Survey

- Comprehensive review of preservice preparation for all types of personnel who serve infants, toddlers, and preschoolers with disabilities
  - Recruitment
  - Operational characteristics
  - Program characteristics
  - Instructional methods
  - Collaborative opportunities
  - Alignment with standards
  - Program evaluation

Methodology

- Survey
  - Web-based
  - Paper or phone options

Sample

- Program representatives
  - Department chair, faculty
- 5659 programs contacted
  - Two-year, four-year, and graduate colleges and universities preparing personnel to work with infants, toddlers, and preschoolers with disabilities

Sample Characteristics

- The phone interview invitations were disseminated to 739 programs from Occupational Therapy, Physical Therapy, Speech and Language Pathology, and Special Education departments. From March 2001 to August 2001 e-mails and phone, calls yielded 102 programs willing to take part in the phone interview and 77 that completed the phone interview.
- Numerous programs responded that they currently did not have coursework in place that emphasized birth to three early intervention personnel preparation (n=35)
- Nine programs responded that they did not wish to participate.

Methodology: Survey

- The purpose of the phone survey was to address how higher education programs were preparing students to handle issues currently faced by many practitioners in the field of birth to three early intervention.
- The phone interviews were approximately 20 to 30 minutes in length and addressed the personnel preparation issues surrounding: natural learning environments, service coordination, early intervention fieldwork and practica, interdepartmental collaboration, and barriers and facilitators that have affected their ability to meet the needs of students interested in birth to three early intervention.
- Program faculty being interviewed were also asked to provide a list of required courses for degree completion and information on current texts used within their required coursework.

Survey Responses

- **Survey responses:** 1131 programs
- **Survey section submitted:**
  - Section 1: 1127
  - Section 2: 859
  - Section 3: 787
  - Section 4: 750
  - All Sections: 746
- **Sample representation:**
  - 50 states & D.C.
  - 18 types of programs

Response Rate by Discipline

Discipline	Requests	Response	Response Rate
Occupational Therapy	150	62	41
Recreation Therapy	113	37	33
Ed. of Vision Impaired	23	7	30
Ed. of Hearing Impaired	65	19	29
Special Ed	571	160	28
Speech/Audiology	263	66	25
Physical Therapy	194	48	25
Early Childhood Ed.	714	150	21

Response Rate by Discipline

Discipline	Requests	Response	Response Rate
Nursing	1283	266	21
Other	100	20	2
Social Work	438	73	17
Nutrition	184	27	15
Counseling	458	66	14
Psychology	1103	130	12
Total	**5659**	**1131**	**20**

Response Rate by State

State	Request	Response	Response Rate
Alabama	132	234	18
Alaska	12	4	33
Arizona	72	22	31
Arkansas	84	15	18
California	309	46	15
Colorado	80	16	20
Connecticut	97	17	18
Delaware	19	2	11
District of Columbia	42	7	17

Response Rate by State

State	Request	Response	Response Rate
Florida	166	34	21
Georgia	111	26	24
Hawaii	28	8	29
Idaho	39	9	23
Illinois	248	39	16
Indiana	164	44	27
Iowa	86	17	20
Kansas	102	26	26
Kentucky	120	26	22

Response Rate by State

State	Request	Response	Response Rate
Louisiana	86	13	15
Maine	30	6	20
Maryland	107	27	25
Massachusetts	174	28	16
Michigan	155	31	21
Minnesota	117	16	14
Mississippi	61	11	18
Missouri	126	19	15
Montana	29	4	14

Response Rate by State

State	Request	Response	Response Rate
Nebraska	64	13	20
Nevada	18	4	22
New Hampshire	46	7	15
New Jersey	107	14	13
New Mexico	47	4	9
New York	457	88	19
North Carolina	184	35	19
North Dakota	31	15	48
Ohio	194	35	18

Response Rate by State

State	Request	Response	Response Rate
Oklahoma	95	19	20
Oregon	53	12	23
Pennsylvania	398	79	20
Rhode Island	34	10	30
South Carolina	108	24	22
South Dakota	33	10	30
Tennessee	131	27	21
Texas	385	78	20

Response Rate by State

State	Request	Response	Response Rate
Utah	46	17	37
Vermont	29	6	21
Virginia	132	27	21
Washington	85	25	29
West Virginia	48	14	29
Wisconsin	124	26	21
Wyoming	14	5	36
Total	**5659**	**1131**	**20**

Response Rate by OSEP Funded Grant Projects

	OSEP Funded Grant Projects
Contacted	107
Responded	48
Refused	7
Participation Response Rate	45%

Description of Sample by Carnegie Classification (n=1131)

Carnegie Class	Frequency	Sample %	Response Rate
Doctoral/Research Universities—Extensive	217	19	23
Doctoral/Research Universities—Intensive	133	12	23
Master's Colleges and Universities I	361	32	18
Master's Colleges and Universities II	45	4	20
Baccalaureate Colleges—Liberal Arts	33	3	14
Baccalaureate Colleges—General	91	8	18
Baccalaureate/Associate's Colleges	6	0.5	19
Associate's Colleges	182	16	23
Specialized Institutions	40	4	23
N/A	23	2	22

Description of Sample by Program Degree (n=1116)

Type of Degree	Frequency	Sample %
Undergraduate	488	43
Masters	443	39
Associate	204	18
Doctorate	97	9
Other	90	8

Description of Sample by Age Span Addressed in Programs (n=1107)

Age Range	Frequency	Percent
Life	620	56
0-3	13	1
3-5	16	1
5-8	10	1
0-5	43	4
0-8	111	10
0-21	80	7
3-21	33	3
5-21	62	6
Other	119	11

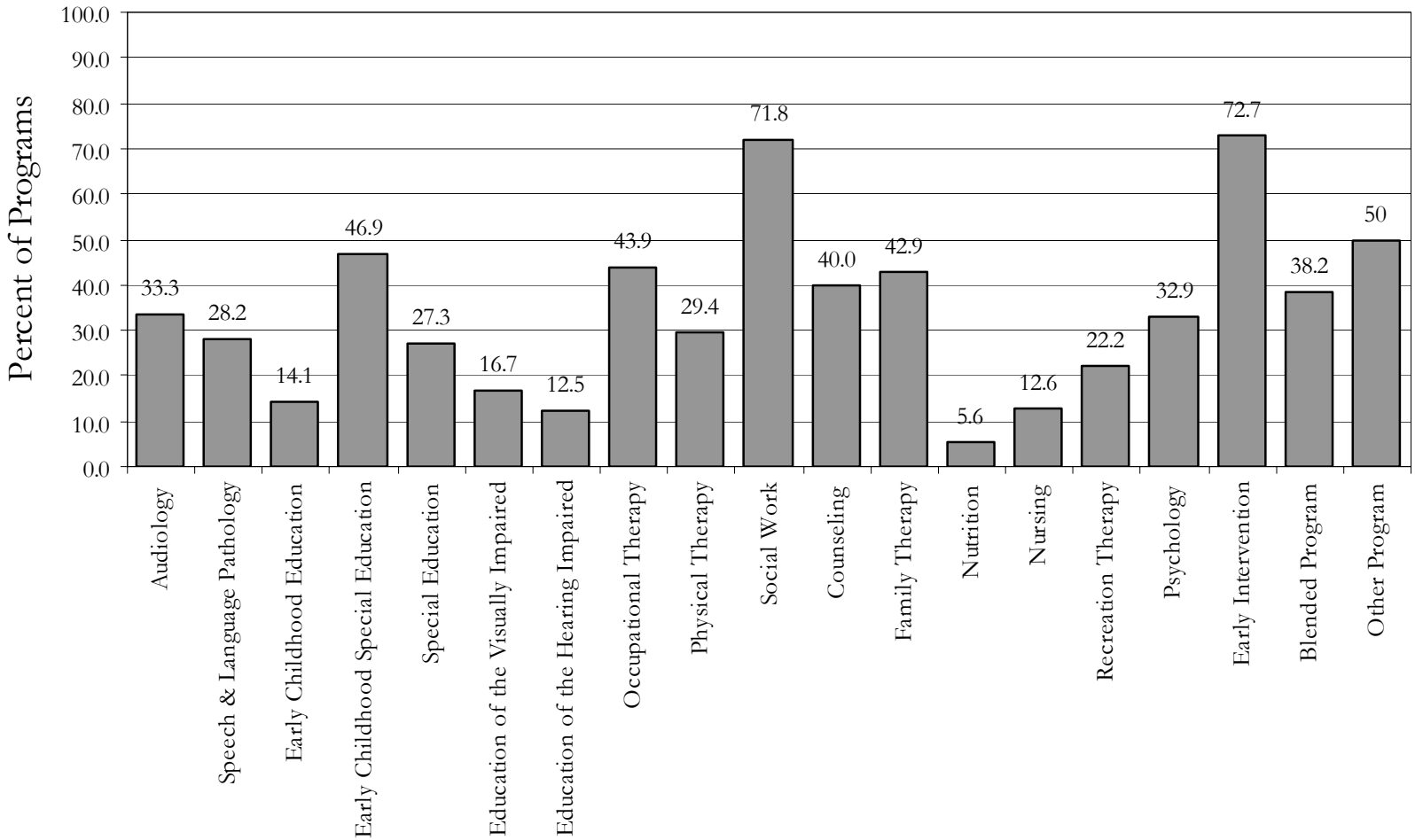
Program Preparation for Licensure

License	% Yes	% No
General License (n=1085)	86	15
License for 0-5 with special needs (n=1073)	38	62

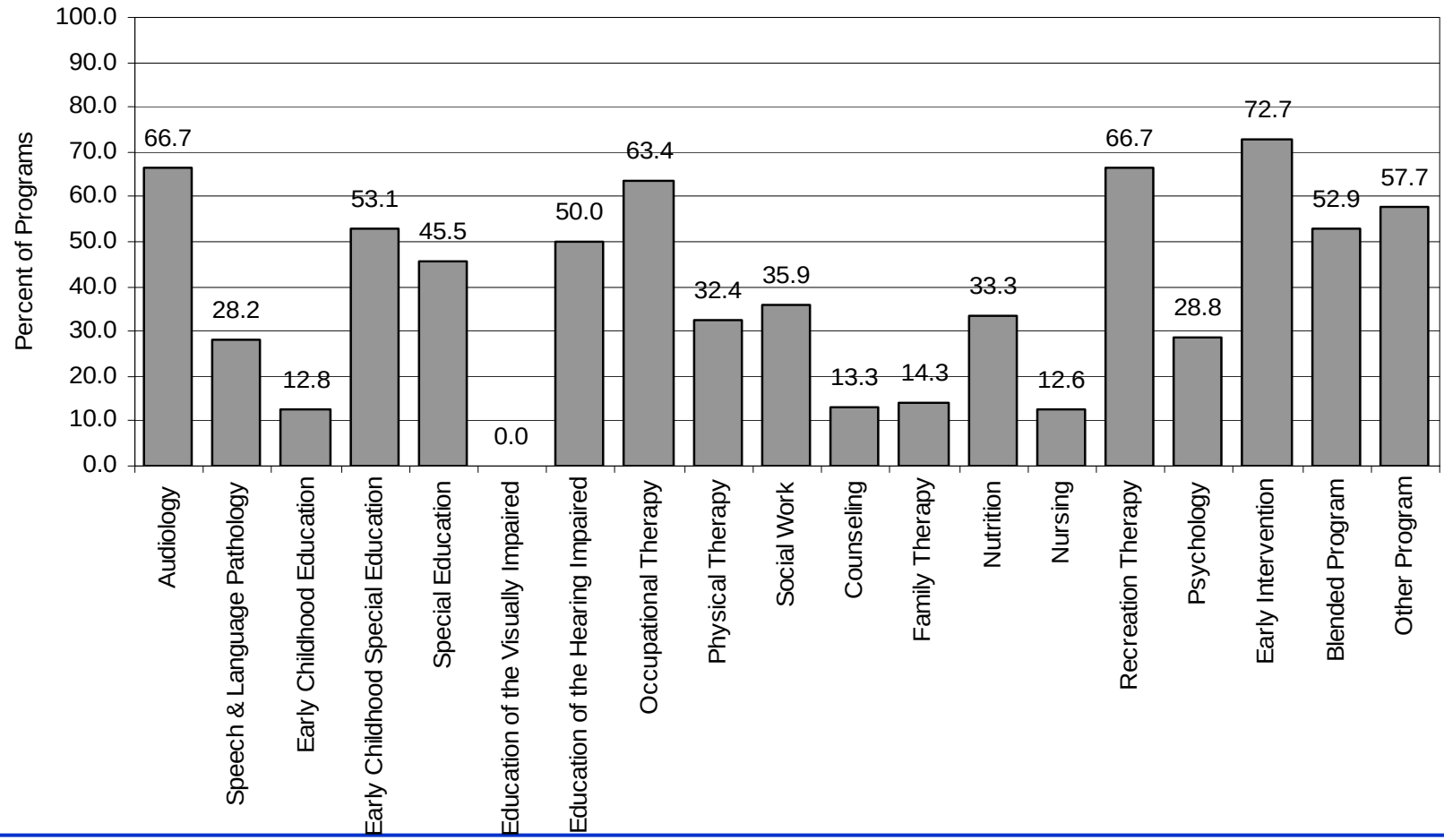
Roles for Which Students are Prepared (n=727)

Role	Frequency	Percent
Provider	622	86
Consultant	227	31
Researcher	223	31
Evaluator	219	30
Service Coordinator	211	29
Parent Support Consultant	185	25
Administrator	178	25
Other	158	22
Paraprofessional	91	13

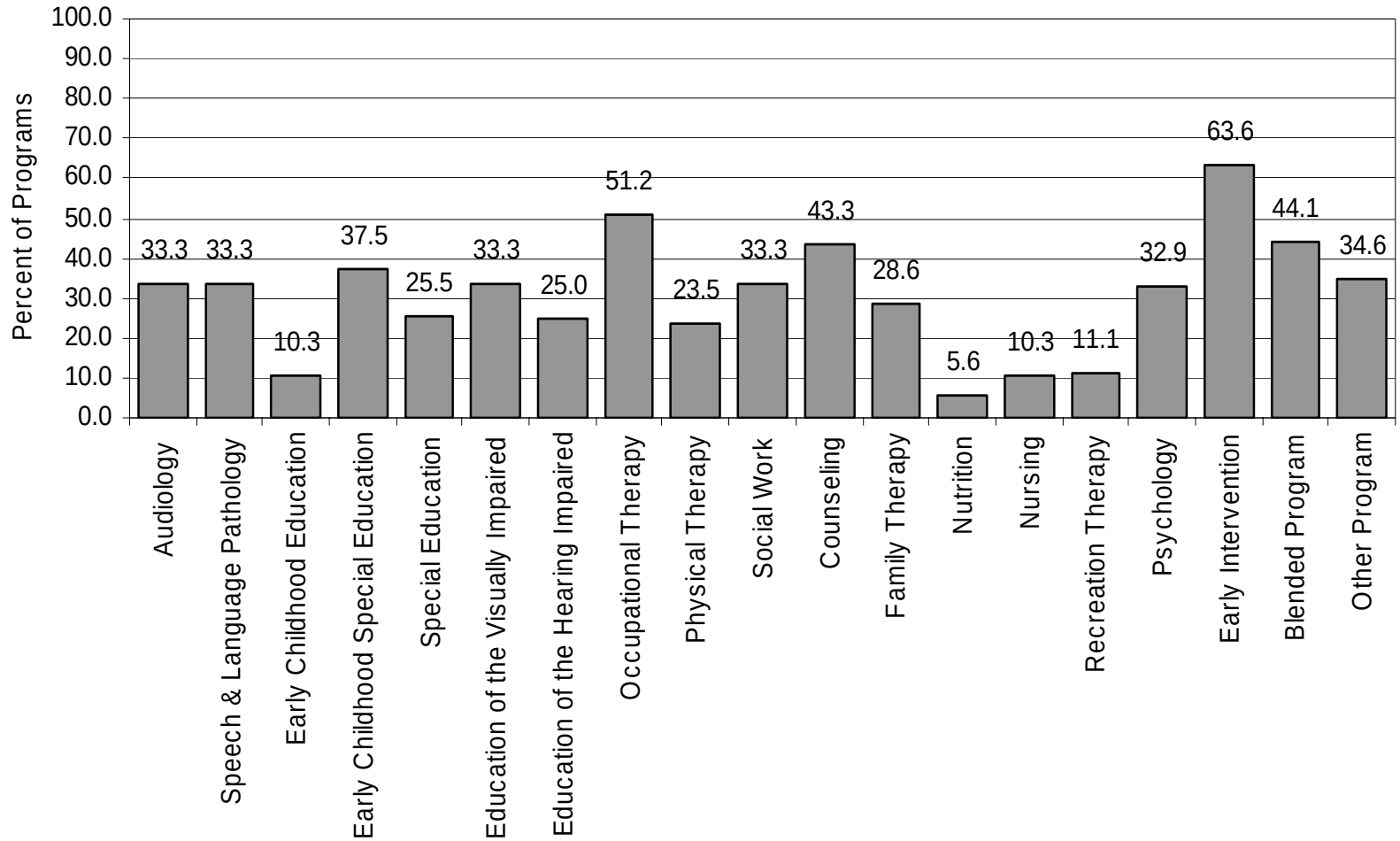
Role: Service Coordinator (n=727)



Role: Inclusion or Community Resource Consultant (n=727)



Role: Parent Support Consultant (n=727)



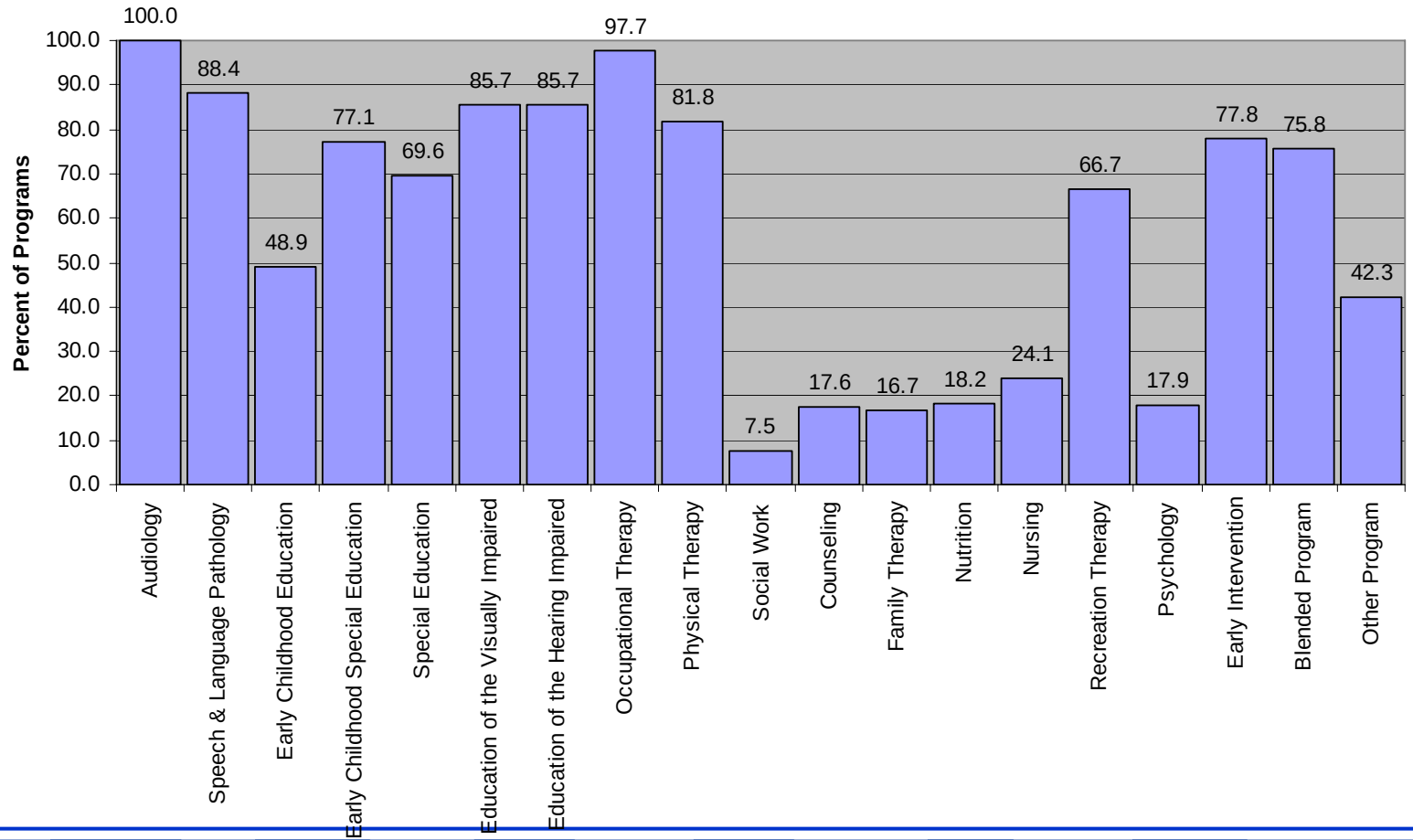
Settings for Which Programs Prepare Students (n=733)

Setting	Frequency	Percent
School	558	76
Hospital	426	58
Clinic	420	57
Center	392	54
Preschool	326	45
Head Start	321	44
Home	321	44
Childcare	309	42
Community	283	39
Other	125	17

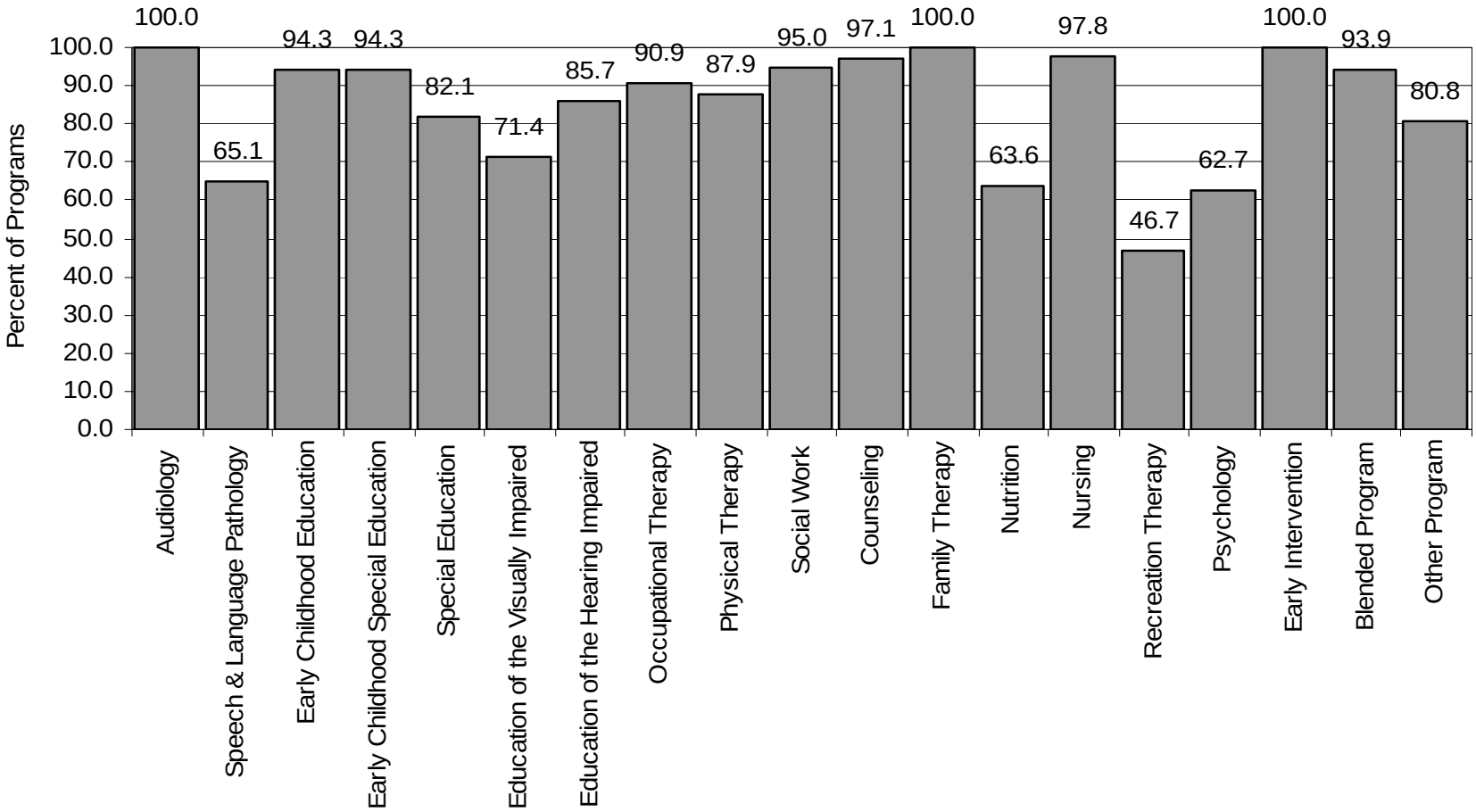
Programs Offering Courses Focusing on Areas (n=693)

Area	Frequency	Percent	Mean	SD
Families	599	86	2	1.7
Research & Evaluation	510	74	2	1.3
Team Process	445	64	2	1.5
Inclusion/Natural Environments	410	59	2	1.5
Assistive Technology	339	49	2	1.4

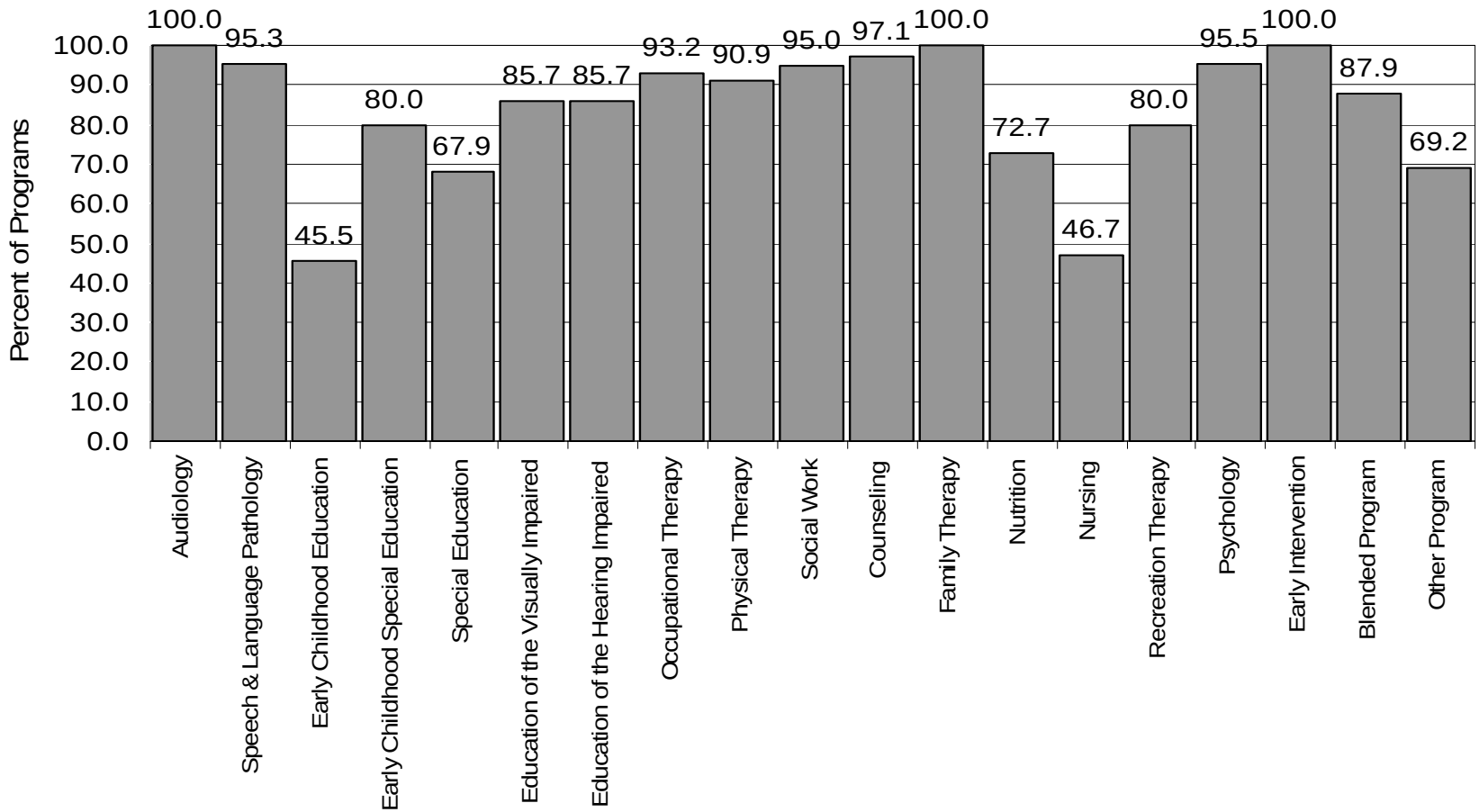
Programs Addressing Assistive Technology by Program (n=693)



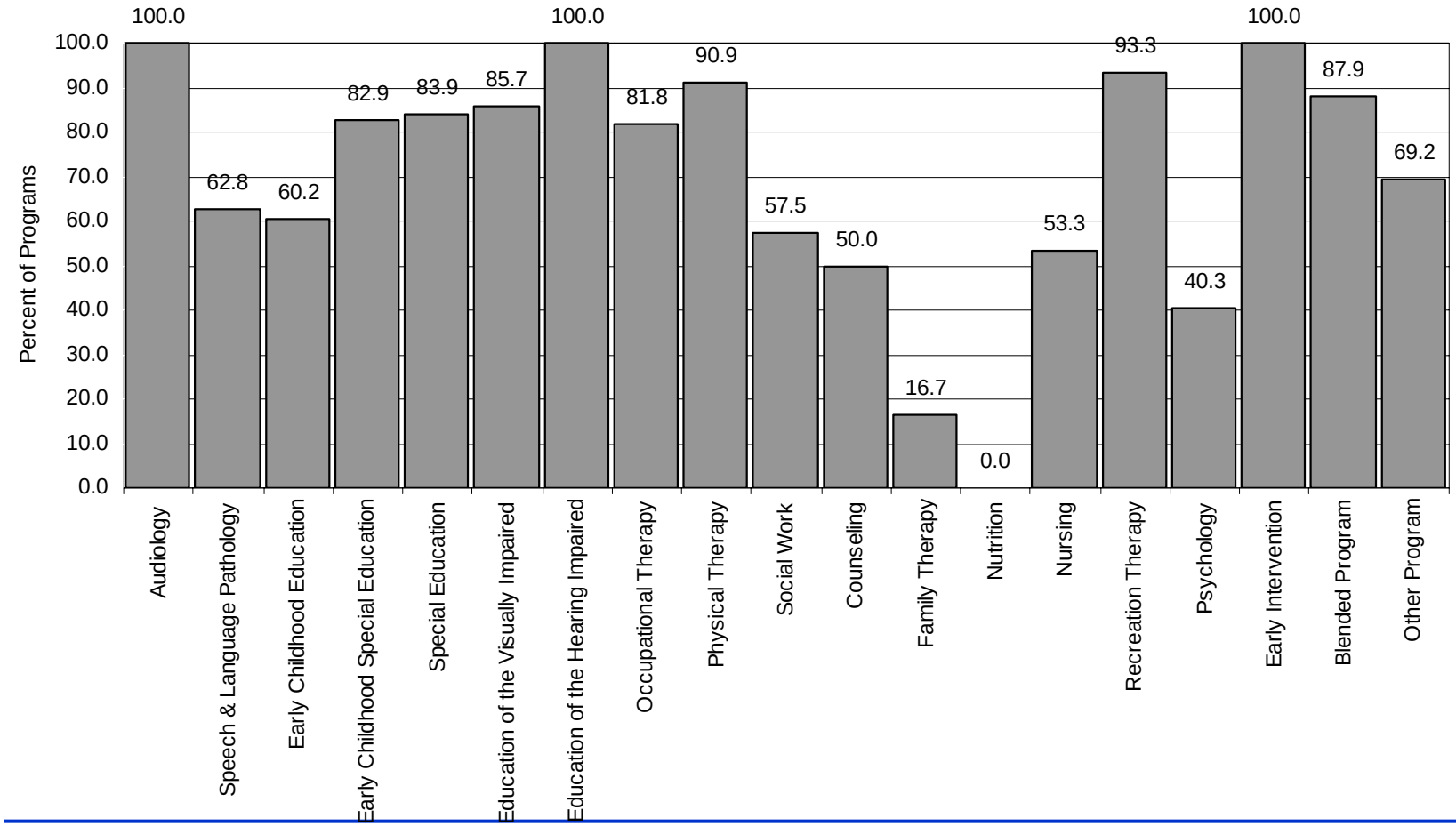
Programs Addressing Families by Program (n=693)



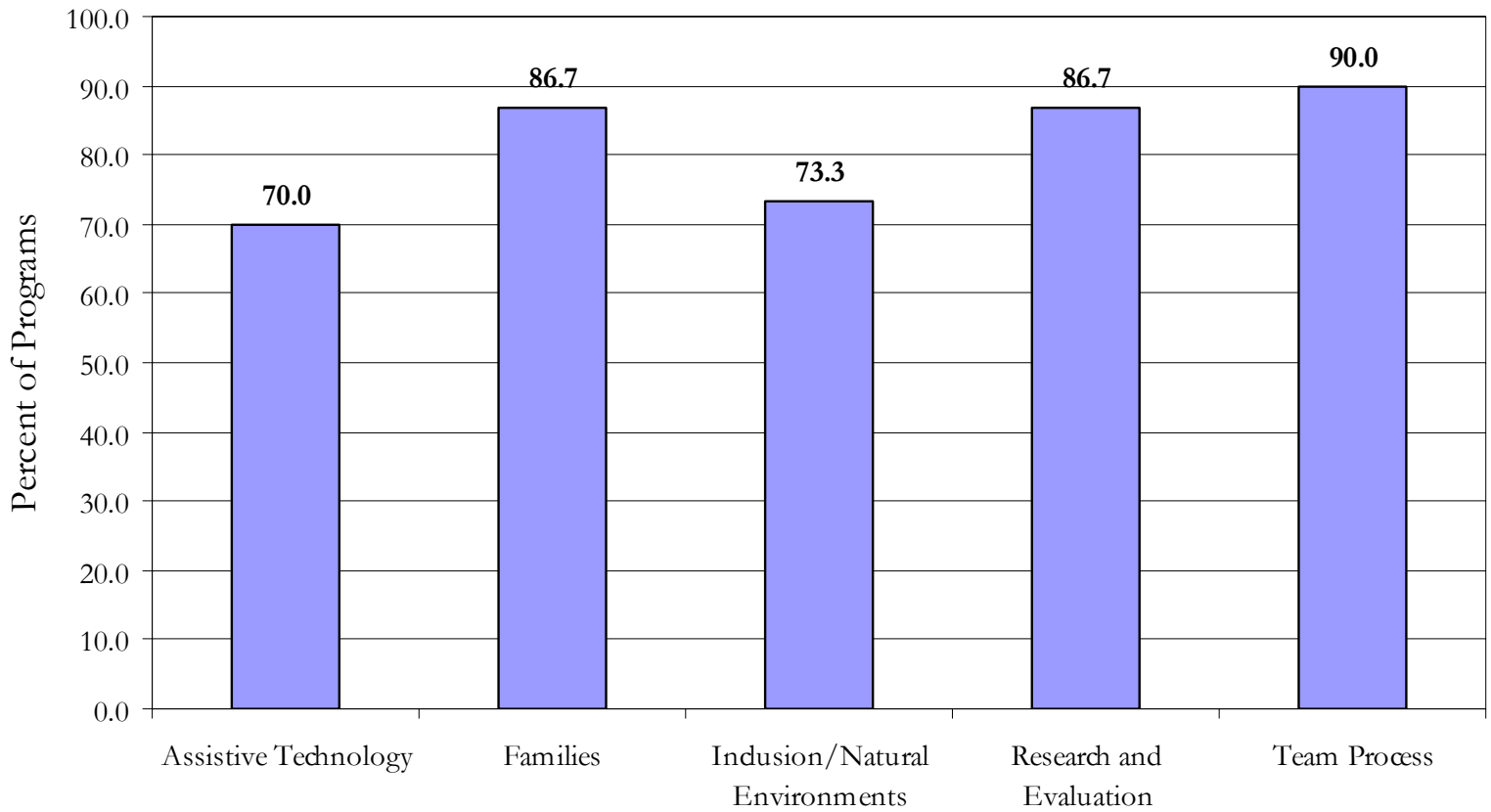
Programs Addressing Research and Evaluation by Program (n=693)



Programs Addressing Team Process by Program (n=693)



Areas Addressed by OSEP Funded Programs (n=30)



Parent Involvement in IHE Program

(n=848)

Parent Involvement	Frequency	Percent
Do not play role	595	70
Play role	253	30

Parent Involvement in IHE Program (n=244)

Role	Frequency	Percent
Teach courses	24	10
Co-teach courses	29	12
Supervise field experience	10	4
Co-supervise field experience	12	5
Teach 1 or 2 course sessions	77	32
Other	159	65

Cross-Disciplinary Collaborative Activities

(n=723)

Collaboration Across Disciplines within IHE	Frequency	Percent
Yes	398	55
No	294	41
Not Sure	31	4

Frequency and Percent of Programs Participating in Cross-disciplinary Activities (n=394)

Cross-disciplinary Features	Frequency	%
Courses are taken with students from different disciplines	263	67
Courses are offered and listed jointly across program areas within a college or school	154	39
Students enrolled in the program represent different disciplines	151	38
Courses are team taught by instructors from different disciplines or different programs	145	37
Students are placed in practicum setting outside of the program's discipline area	129	33

Frequency and Percent of Programs Participating in Cross-disciplinary Activities (n=394)

Cross-disciplinary Features	Frequency	%
Students across disciplines complete field experiences together	125	32
Practicum experiences are supervised by faculty or personnel outside the disciplinary area of the program	110	28
The program's steering committee is comprised of individuals from multiple discipline	109	28
Courses are offered and listed jointly across programs across a college or school	104	26
Other	44	11

Percentage of Graduates who Find Jobs in Their Field (n=706)

Audiology	100
Speech & Language Pathology	97
Early Childhood Education	87
Early Childhood Special Education	94
Special Education	93
Education of the Visually Impaired	99
Education of the Hearing Impaired	98
Occupational Therapy	95
Physical Therapy	99
Social Work	91
Counseling	91
Family Therapy	98
Nutrition	96
Nursing	99
Recreation Therapy	89
Psychology	82
Early Intervention	96
Blended Program	94
Other Program	90

Students Who Find Jobs Working With Children With Special Needs (n=612)

Programs	Frequency
Overall	612
Nursing	127
Early Childhood Education	73
Psychology	63
Special Education	52
Counseling	35
Social Work	34
Speech-Language Pathology	34
Physical Therapy	32
Occupational Therapy	30
Early Childhood Special Education	30

Students Who Find Jobs Working With Children With Special Needs (n=612)

Programs	Frequency
Blended Program	26
Other Program	21
Recreation Therapy	14
Nutrition	13
Early Intervention	9
Education of the Hearing Impaired	6
Education of the Visually Impaired	6
Family Therapy	5
Audiology	2

Mean Number of Students Per Program Reporting Working With Children With Special Needs (n=612)

Programs	Mean	SD
Overall	21	27.6
Nursing	8	14.3
Early Childhood Education	17	22.5
Psychology	13	17.7
Special Education	17	26.7
Counseling	5	6.9
Social Work	17	22.3
Speech-Language Pathology	36	21.5
Physical Therapy	12	14.5
Occupational Therapy	30	21.1
Early Childhood Special Education	72	33.9

Mean Number of Students Per Program Reporting Working With Children With Special Needs (n=612)

Programs	Mean	SD
Blended Program	46	37.2
Other Program	38	41.3
Recreation Therapy	26	33.8
Nutrition	2	3.1
Early Intervention	50	38.7
Education of the Hearing Impaired	22	16.7
Education of the Visually Impaired	11	8.0
Family Therapy	7	10.4
Audiology	13	17.7

Contact Information

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- Center Information

  http://www.uconnucedd.org/

- Data Reports
  - http://www.uconnucedd.org/Projects/PersonnelPrep/