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

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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.



# 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 (619)
- Study VI: Training and Technical Assistance Survey of Part C & 619 Coordinators
- Study VII: Confidence and Competence of 619/Part C Service Providers
- Study VIII: Alignment of ECSE Higher Education Curricula with National Personnel Standards
- Study IX: Parent Perceptions of Confidence and Competence of 619/Part C Service Providers
- Study X: Case Studies Highlighting States from Study VI on Training and TA



# Background

## Study IX: Parent Perceptions of Competence and Confidence of Part C & 619 Service Providers

- The lack of public policy regarding nationwide certification or standards has led to varied training and qualifications, influencing the level of competence and confidence of personnel providing services to families and children birth to 5.
- The purpose of this study was to better understand parent perceptions of early childhood special education services for children ages birth to five years.



# 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

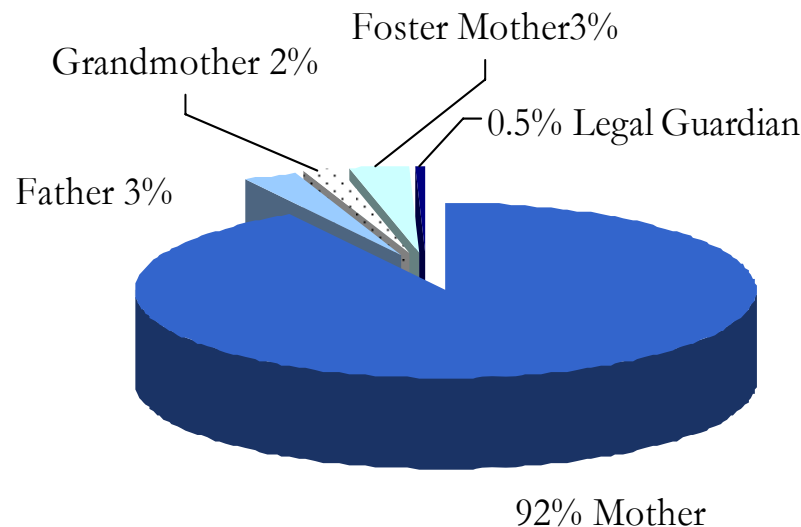
- Interagency Coordinating Councils (ICC's) were asked to send out a recruitment flyer to all parents of children receiving Part C and 619 services. In addition, targeted recruitment efforts were made to three large parent groups; PACER Center, Parent to Parent USA, and Family Voices, Inc.
- The survey consists of 59 questions, nineteen of which were designed to collect demographic and background information of participant and child. The remaining 40 items assessed parent perceptions of competence and confidence, as well as, overall satisfaction (MAPS) with Part C and 619 service providers.





# Operational Definition of “Parent”

- A parent is identified as any person who is the primary caregiver for the child. For those who indicated their relationship to the child (n=271), ninety-two percent reported being the child’s mother.



# Survey Participant Characteristics

## Part C

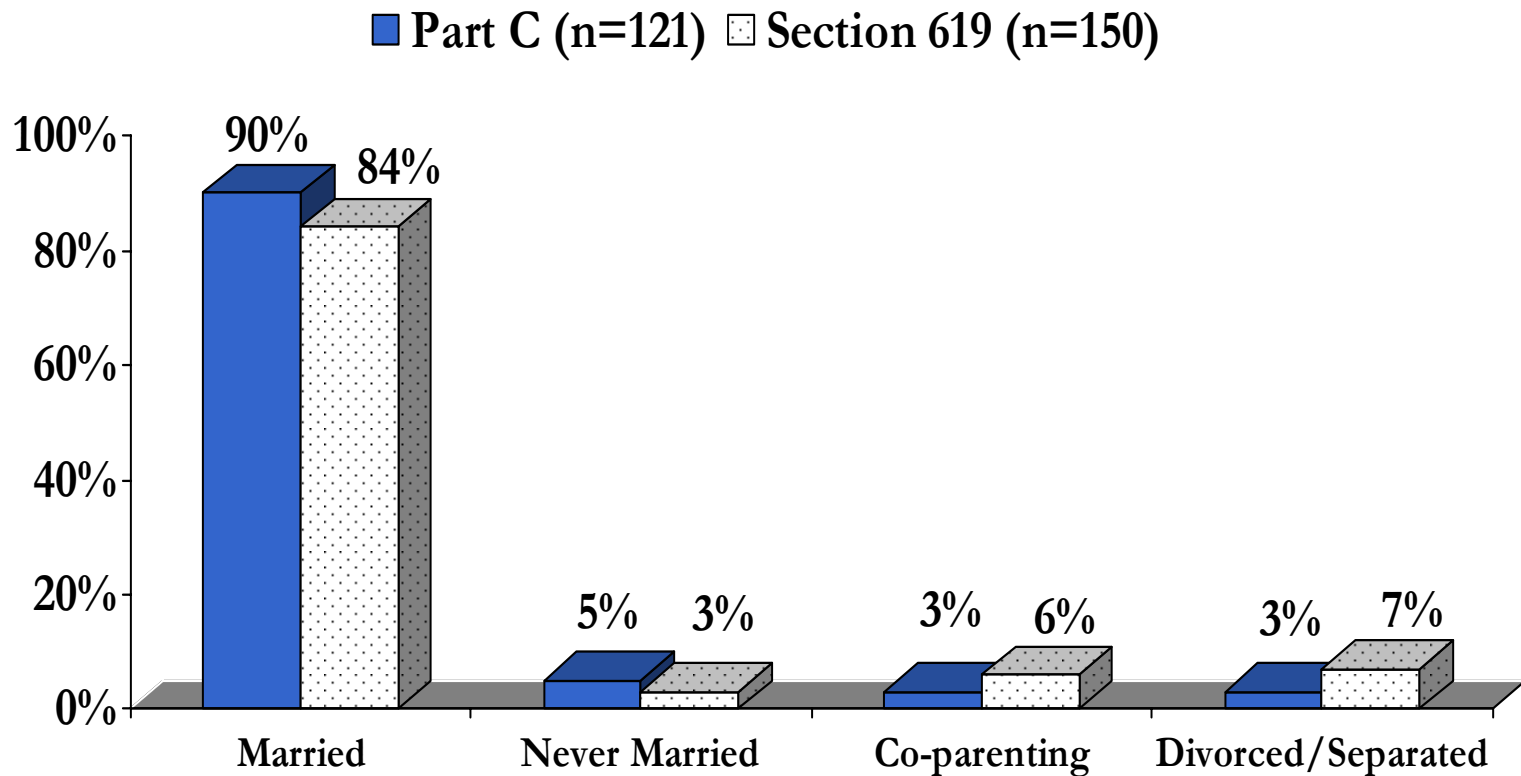
- Sample Size: Part C: n=174
- Demographics:
  - White: (64%)
  - Age:
    - 45% > 17 yrs.
    - 35% 21 ≤ 25 yrs.
    - 10% 26 ≤ 30 yrs.
    - 9% < 52 yrs.
- Educational Attainment:
  - 2% Less than High School
  - 11% High School
  - 23% Some College
  - 42% College
  - 19% Masters
  - 4% Doctorate

## Section 619

- Sample Size: Sect 619: n=201
- Demographics:
  - White: (65%)
  - Age:
    - 36% > 17 yrs.
    - 38% 21 ≤ 25 yrs.
    - 20% 26 ≤ 30 yrs.
    - 6% < 52 yrs
- Educational Attainment:
  - 1% Less than High School
  - 13% High School
  - 23% Some College
  - 45% College
  - 15% Masters
  - 3% Doctorate

# Survey Participant Characteristics

## Marital Status



The Center

Background

Methods

Demographics

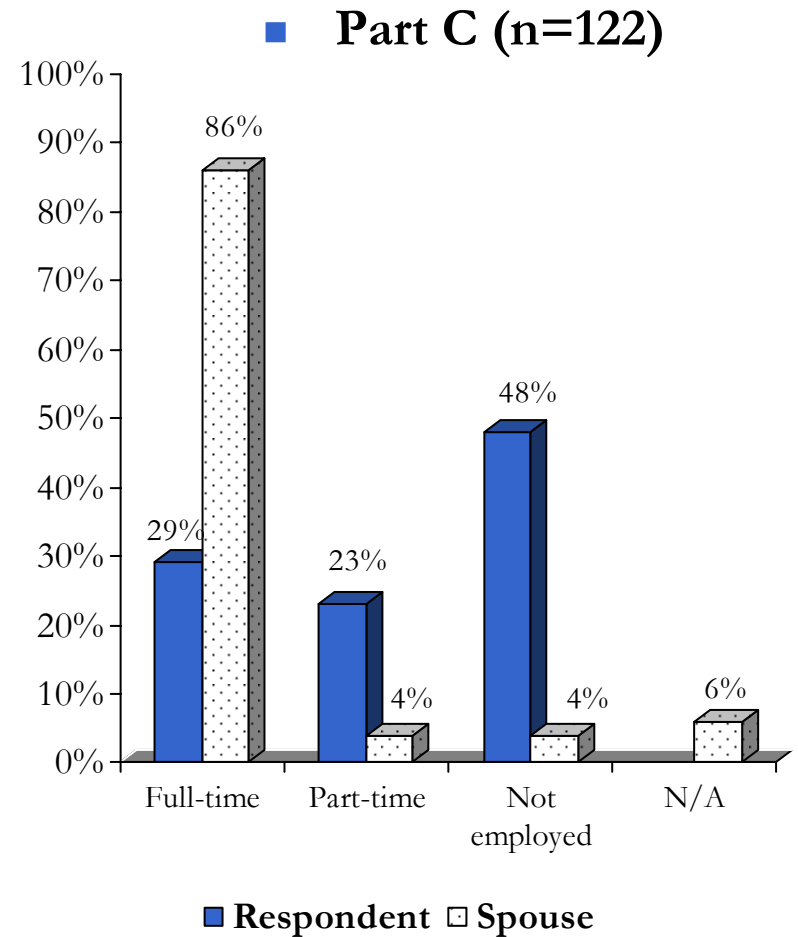
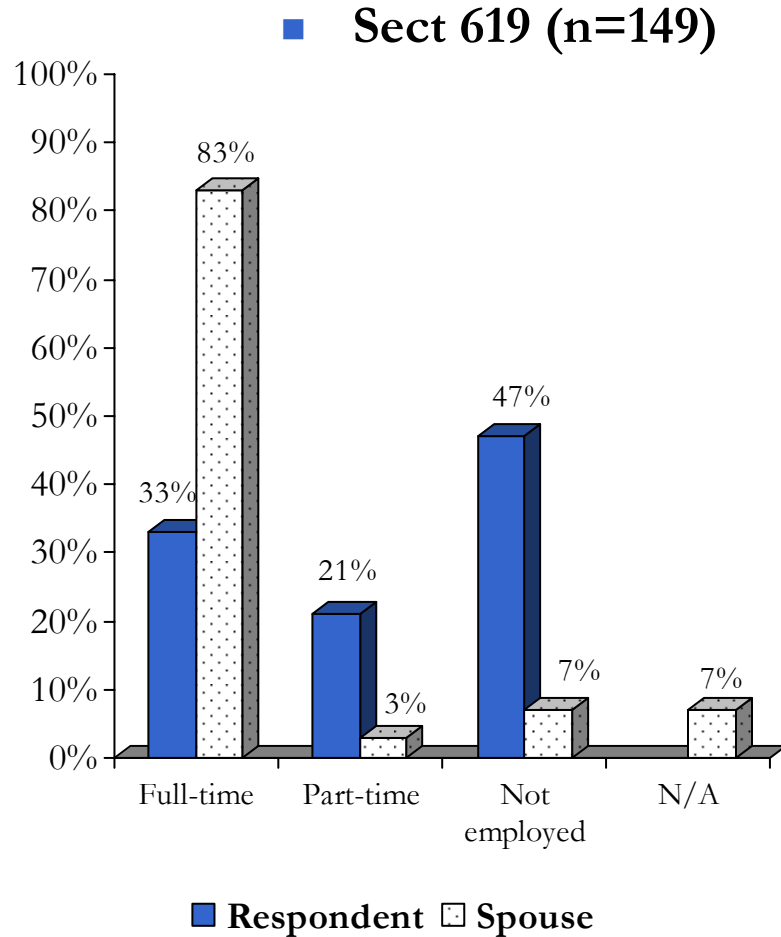
Confidence &  
Competence

MAPS

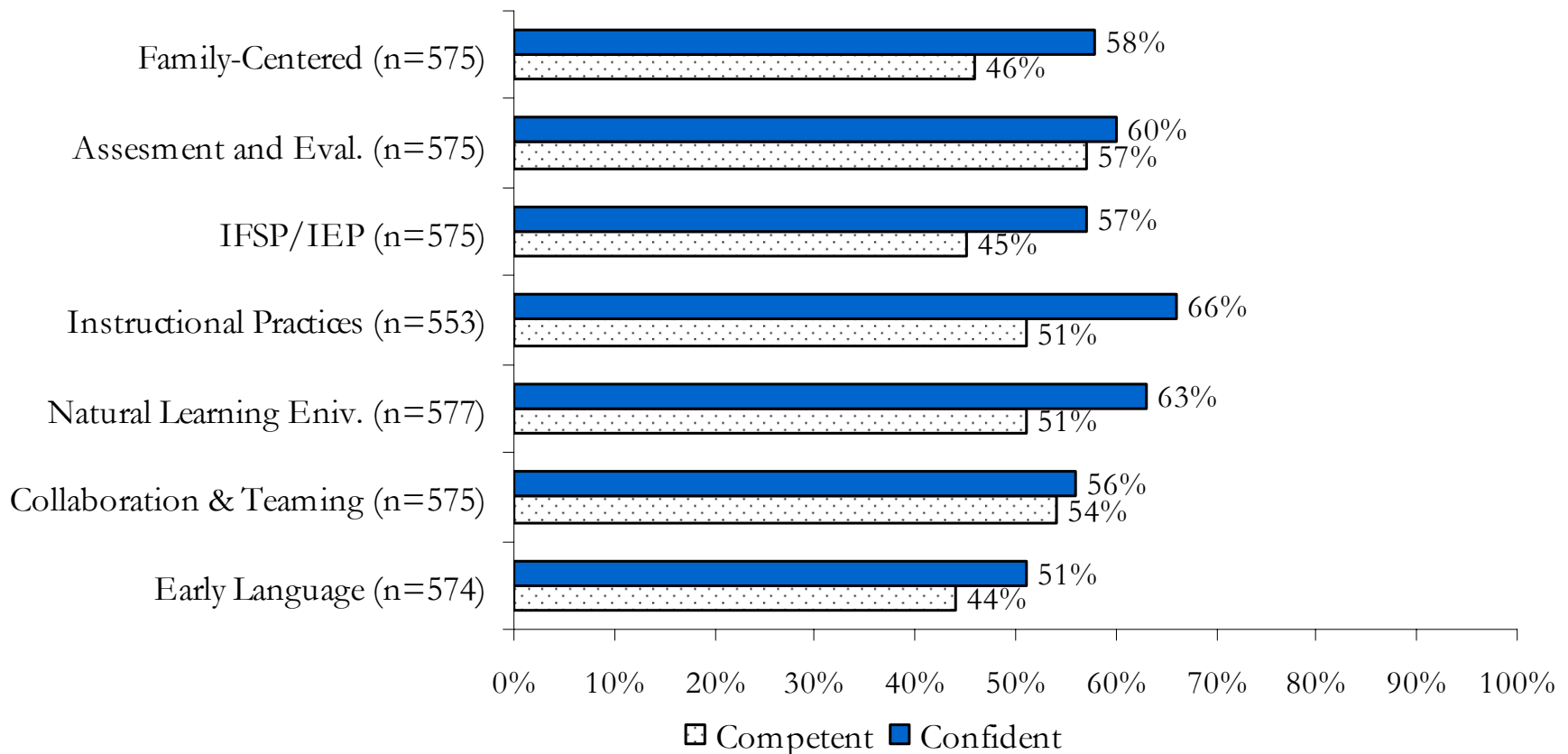
Questions

# Survey Participant Characteristics

## Current Employment for Respondent and Spouse



# Overview: Competence & Confidence (Part C & Section 619)



# Family Centered Practice

## Competence

	<u>Part C</u>	<u>Sect. 619</u>
The teacher or therapist is especially good at helping me learn how to get the resources and supports my family needs	60% (n=134)	30% (n=154)
The teacher or therapist knows my family's strengths and how to help me use those strengths to accomplish what is important to me	62% (n=132)	36% (n=155)

## Confidence

Getting me to share ideas about what is important to me seems easy for the teacher or therapist	71% (n=134)	45% (n=156)
The ways in which the teacher or therapist works with my family makes me feel more capable of helping my child learn	73% (n=132)	46% (n=153)

% Reporting Always or Almost Always



# Assessment and Evaluation

## Competence

Part C   Sect. 619

The teacher or therapist is able to accurately identify my child's needs

73%  
(n=132)

51%  
(n=154)

The teacher or therapist is good at identifying my family's priorities and concerns

68%  
(n=133)

42%  
(n=155)

## Confidence

I am impressed with the fact that the teacher or therapist recognizes my child's strengths and interests

71%  
(n=133)

54%  
(n=155)

The teacher or therapist judgments of my child's capabilities seem to be right on target

73%  
(n=133)

47%  
(n=154)

% Reporting Always or Almost Always



# IFSP/IEP

## Competence

## Part C   Sect. 619

The outcomes the teacher or therapist puts on my child's IFSP/IEP are typically achieved in 6 months

44%  
(n=134)

32%  
(n=154)

The teacher or therapist takes the time to find out what outcomes I want on my child's IFSP/IEP

69%  
(n=134)

40%  
(n=155)

## Confidence

Writing IFSP/IEP outcomes for my child comes naturally to the teacher or therapist

65%  
(n=134)

84%  
(n=154)

The teacher or therapist knows which IFSP/IEP outcomes are important to me

74%  
(n=133)

51%  
(n=153)

% Reporting Always or Almost Always





# Instructional Practices

## Competence

Part C   Sect. 619

The teacher or therapist has taught me why it is important to respond positively to my child's newly learned behavior

64%  
(n=129)

38%  
(n=154)

The activities the teacher or therapist shows me have increased my child's interactions with people and objects

66%  
(n=132)

40%  
(n=156)

## Confidence

Showing me how to teach my child new things comes easily to the teacher or therapist

75%  
(n=91)

39%  
(n=155)

The teacher or therapist seems pleased to see my child become more capable and independent

87%  
(n=134)

70%  
(n=156)

% Reporting Always or Almost Always



# Natural Learning Environments

## Competence

Part C   Sect. 619

The teacher or therapist has helped me to use everyday and community activities to provide my child learning opportunities

66%  
(n=133)      34%  
(n=156)

The teacher or therapist has taught me the importance of using my child's interests to help him or her learn

65%  
(n=132)      44%  
(n=155)

## Confidence

The teacher or therapist takes pride in the successes we have providing my child informal, everyday learning opportunities

80%  
(n=134)      58%  
(n=155)

The teacher or therapist seems at ease suggesting which informal learning opportunities are good for my child

72%  
(n=134)      45%  
(n=155)

% Reporting Always or Almost Always



# Collaboration and Teaming

## Competence

Part C   Sect. 619

The teacher or therapist does a good job of explaining what other professionals think my child needs

60%  
(n=132)      39%  
(n=154)

The teacher or therapist works well with other professionals to be sure my child gets the right kinds of interventions

68%  
(n=133)      51%  
(n=153)

## Confidence

The teacher or therapist seems pretty capable of explaining my child's needs to other professionals

63%  
(n=132)      48%  
(n=156)

Involving me in the development of my child's IFSP/IEP comes easily to the teacher or therapist

68%  
(n=133)      49%  
(n=156)

% Reporting Always or Almost Always



# Early Language Learning

## Competence

Part C   Sect. 619

The pre-reading and prewriting activities that the teacher or therapist suggest I do make sense for my child

47%  
(n=131)      39%  
(n=154)

The teacher or therapist talks to me about the importance of pre-reading and prewriting activities for my child

44%  
(n=131)      40%  
(n=156)

## Confidence

I am impressed with how much the teacher or therapist knows about pre-reading and prewriting activities for young children

44%  
(n=131)      39%  
(n=155)

I am impressed with the fact the teacher or therapist recognizes my child's strengths and interests

71%  
(n=133)      54%  
(n=155)

% Reporting Always or Almost Always



# Overview: Confidence and Competence (Part C)

## ■ Confidence

- Respondents indicated their child's teacher or therapist was most confident in their instructional practices (82%)
- Respondents indicated their child's teacher or therapist was least confident in early language learning (57%)

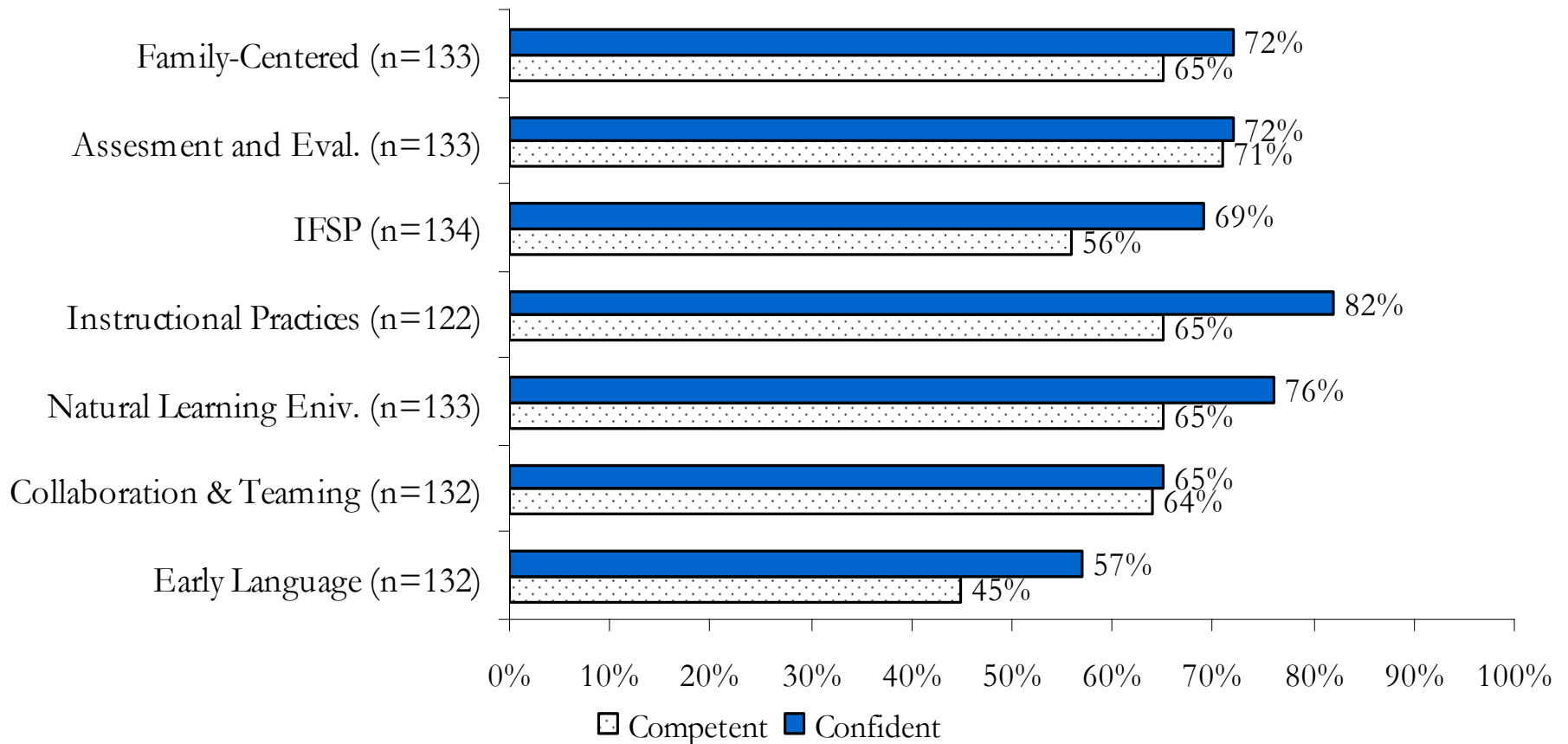
## ■ Competence

- Respondents indicated their child's teacher or therapist was most competent in natural learning environments (76%)
- Respondents indicated their child's teacher or therapist was least competent in early language learning (45%)



# Overview: Competence and Confidence

## (Part C)



# Overview: Confidence and Competence (Section 619)

## ■ Confidence

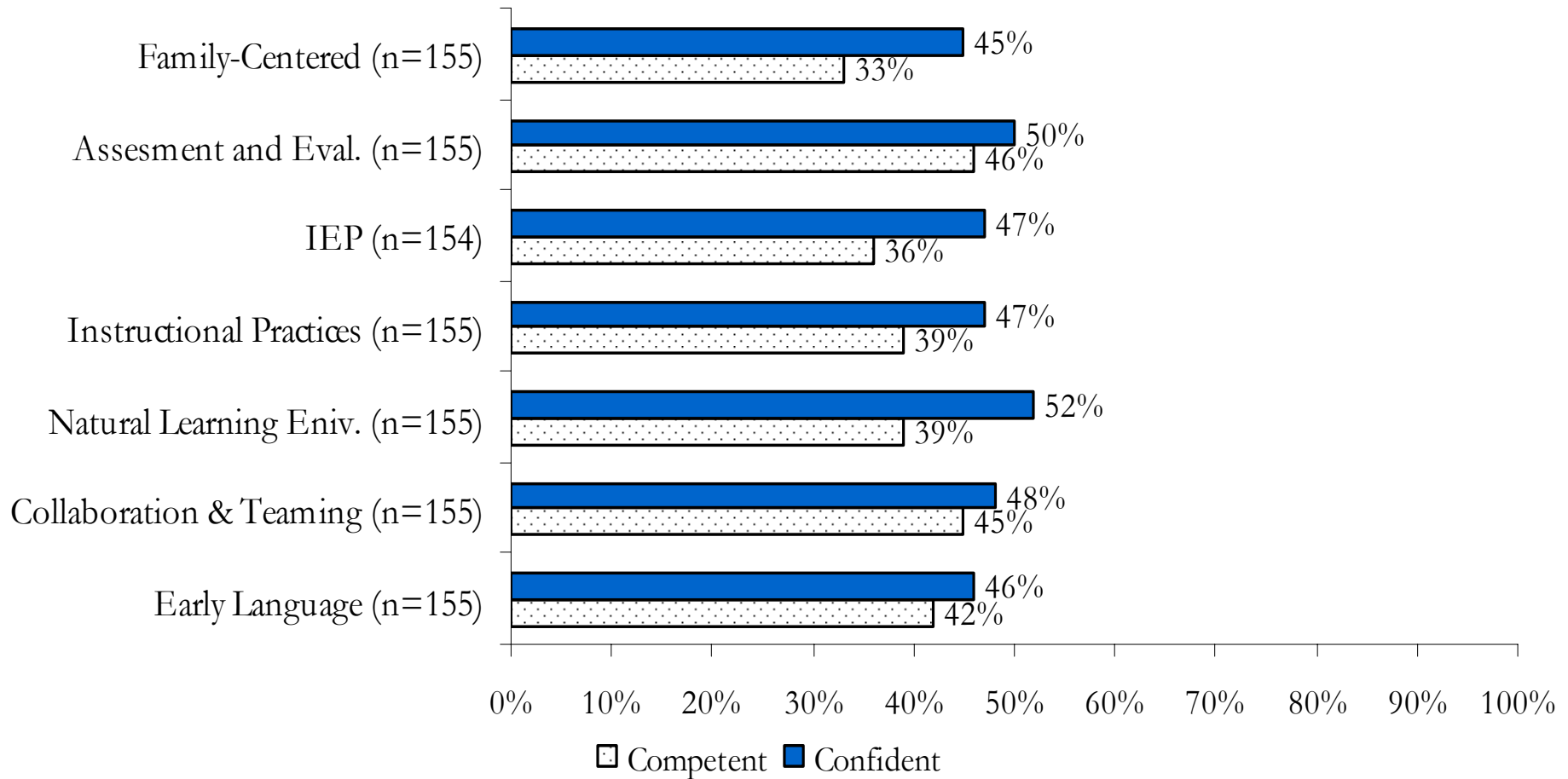
- Respondents indicated their child's teacher or therapist was most confident in natural learning environments (52%)
- Respondents indicated their child's teacher or therapist was least confident in family-centered practice (45%)

## ■ Competence

- Respondents indicated their child's teacher or therapist was most competent in assessment and evaluation (50%)
- Respondents indicated their child's teacher or therapist was least competent in family-centered practice (33%)



# Overview: Competence and Confidence (Section 619)





# Overview: MAPS – Parental Satisfaction (Part C)

- Parents of children who's primary service provider is an occupational therapist reported being the most satisfied ( $M=94\%$ ), followed by parents of a child who has a physical therapist as their primary service provider ( $M=88\%$ ), and those who have a special education teacher ( $M=85\%$ ). Participants reported being the least satisfied with all other service providers, indicating only 79% satisfaction.
- Participants across service providers, were the least satisfied with how well the teacher or therapist put them in touch with other parents ( $M=79\%$ ) and how well the teacher or therapist provided general health care for their child ( $M=82\%$ ). They were the most satisfied with how well the teacher or therapist managed their child's chronic condition ( $M=94\%$ ) and how sensitive the teacher or therapist was to their backgrounds and beliefs ( $M=94\%$ ).



# MAPS – Parental Satisfaction

## (Part C)

	Physical Therapist	Special Education Teacher	Speech/Lang Therapist	Occupational Therapist	All Other Service Providers
Managing child's chronic condition	100% (n=34)	93% (n=30)	90% (n=20)	100% (n=19)	89% (n=18)
Providing general health care	77% (n=17)	73% (n=15)	88% (n=8)	90% (n=10)	50% (n=10)
Help in coordinating care	94% (n=31)	89% (n=28)	83% (n=18)	90% (n=19)	82% (n=17)
Communicating with other providers	91% (n=35)	86% (n=29)	71% (n=17)	95% (n=19)	78% (n=18)



# MAPS – Parental Satisfaction

## (Part C)

	Physical Therapist	Special Education Teacher	Speech/Lang Therapist	Occupational Therapist	All Other Service Providers
Effort to be flexible	94% (n=35)	97% (n=30)	85% (n=20)	100% (n=19)	94% (n=18)
Sensitivity to background and beliefs	100% (n=28)	100% (n=27)	94% (n=17)	93% (n=15)	85% (n=13)
Really Listening to your opinions	100% (n=28)	100% (n=27)	94% (n=17)	93% (n=15)	85% (n=13)
Ability to answer questions about condition	88% (n=34)	80% (n=30)	84% (n=19)	95% (n=19)	83% (n=18)



# MAPS – Parental Satisfaction

## (Part C)

	Physical Therapist	Special Education Teacher	Speech/Lang Therapist	Occupational Therapist	All Other Service Providers
Amount of information and guidance	85% (n=33)	78% (n=27)	78% (n=18)	100% (n=18)	78% (n=18)
Referral to other providers as needed	93% (n=28)	85% (n=26)	79% (n=14)	100% (n=18)	77% (n=17)
Putting you in touch with other parents	55% (n=22)	56% (n=25)	54% (n=13)	89% (n=18)	64% (n=14)
Understanding condition's impact on family	84% (n=31)	87% (n=30)	72% (n=18)	79% (n=14)	83% (n=18)



# Overview: MAPS – Parental Satisfaction (Section 619)

- Parents were 11% more satisfied with how well their child's special education teacher provided general health care than with all other service providers
- Parents were 13% more satisfied with how well the teacher or therapist listened to their opinions
- Parents were 15% *less* satisfied with the amount of information and guidance the special education teacher gave them to help prevent future problems for their child



# MAPS – Parental Satisfaction (Section 619)

	Special Education Teacher	All Other Service Providers
Managing child's chronic condition	78% (n=99)	78% (n=49)
Providing general health care	79% (n=66)	68% (n=28)
Help in coordinating care	58% (n=90)	62% (n=47)
Communicating with other providers	71% (n=94)	64% (n=47)



# MAPS – Parental Satisfaction (Section 619)

	Special Education Teacher	All Other Service Providers
Effort to be flexible	75% (n=94)	73% (n=48)
Sensitivity to background and beliefs	87% (n=71)	83% (n=35)
Really Listening to your opinions	82% (n=77)	69% (n=38)
Ability to answer questions about condition	71% (n=93)	75% (n=47)



# MAPS – Parental Satisfaction (Section 619)

	Special Education Teacher	All Other Service Providers
Amount of information and guidance	56% (n=90)	71% (n=48)
Referral to other providers as needed	53% (n=87)	58% (n=43)
Putting you in touch with other parents	36% (n=76)	30% (n=41)
Understanding condition's impact on family	58% (n=91)	69% (n=48)





# Questions?

## Center Information

- <http://www.uconnuicedd.org/>

## Data Reports

- [http://www.uconnuicedd.org/projects/early\\_childhood/publications.html](http://www.uconnuicedd.org/projects/early_childhood/publications.html)



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Methods

Demographics

Competence &  
Confidence

MAPS

Questions