



The Center to Inform
Personnel Preparation Policy and Practice
In Early Intervention & Preschool Education



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of Education.*

Data Report

**Study VII Data Report: Section 619 Providers -
Competence & Confidence of Practitioners Working with
Children with Disabilities**

The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Early Childhood Special Education (referred to hereafter as the Center) was established in January, 2003 as a five-year project funded by the Office of Special Education Programs. 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. 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.

Introduction

To maximize the benefits of early intervention and early childhood special education, it is essential that personnel have the professional ethics, the specialized knowledge of infant and toddler development, and the ability to collaborate successfully with families (Caulfield, 1997). Although the need for qualified and trained personnel is well established, nationwide certification or standards to ensure appropriate qualifications are virtually nonexistent. The lack of public policy to address this issue has led to varied training and qualifications, influencing the level of competence and confidence of personnel providing services to families and children ages birth to five years.

The Center to Guide Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is funded by the Office of Special Education Programs and was established in January 2003 as a five-year project. One of the initiatives of the Center is to conduct research on the level of confidence and competence of personnel working with infants and toddlers with special needs and their families. Information gathered from the Confidence and Competence Survey is presented in this report.

METHODOLOGY

Participants

Individuals who provide direct services in 619 funded programs were the targeted population for this survey. 619 coordinators from the 50 states, District of Columbia, Virgin Islands, Guam, and Puerto Rico were contacted during the fall of 2006 and spring of 2007 to assist with dissemination of the survey. To recruit the sample of local providers, information about the survey was electronically mailed to state coordinators through the National Early Childhood Technical Assistance Center (NECTAC) listserv. Coordinators were asked to forward the survey to state section 619 service providers. For states that did not have high response rates to the forwarded e-mails from state coordinators, Center staff researched and identified provider agencies. Directors of these local agencies were contacted via e-mail and asked to forward information regarding the survey to staff.

After individuals without licensure or certification were excluded from the analyses, 735 section 619 service providers representing 38 states and territories participated in this study. The 16 states that were not represented were: Alabama, Arkansas, District of Columbia, Idaho, Louisiana, Massachusetts, New Jersey, New Mexico, North Dakota, Rhode Island, South Carolina, Tennessee, West Virginia, Guam, Puerto Rico, and Virgin Islands (see Appendix A for state and territory specific participant information).

Instrumentation

The Confidence and Competence Survey was developed by the Center (see Appendix C for survey). The survey consisted of 47 items, 19 designed to elicit background information and 28 designed to elicit participants' perceived levels of competency and confidence across seven domains. The domains were: family-centered practice; assessment and evaluation; IEP practices; instructional practices; natural learning environment; collaboration and teaming, and early literacy learning. The 28 non-background items were constructed so that 14 pertained to competency and 14 pertained to confidence. Each item was randomly placed on the survey and was presented with eight response categories. The response categories were: never, rarely, some of the time, more often than not, most of the times, almost always, all the time, and I do not endorse this practice.

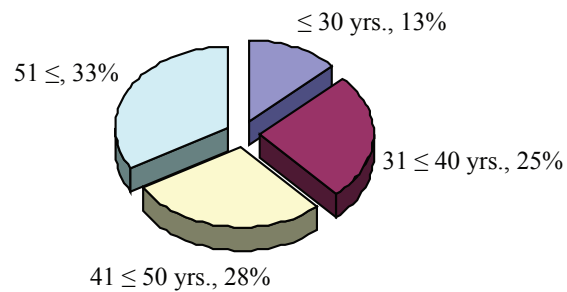
A preliminary exploration of the Competence and Confidence survey was performed using the principal component analysis (PCA) procedure. All survey items were considered except related to early language and literacy. Four principal component analyses were performed (six items each). Three of the four scales produced single factor solutions: competence and confidence regarding process items and competence regarding intervention items. A single factor second order solution representing confidence regarding intervention items was produced. Each of the four scales had good internal consistency, with Carmines Theta ranging from 0.6266 to 0.7952 (see Appendix B for principal component analysis results). Descriptive statistics were calculated for the quantitative data.

RESULTS

Demographics

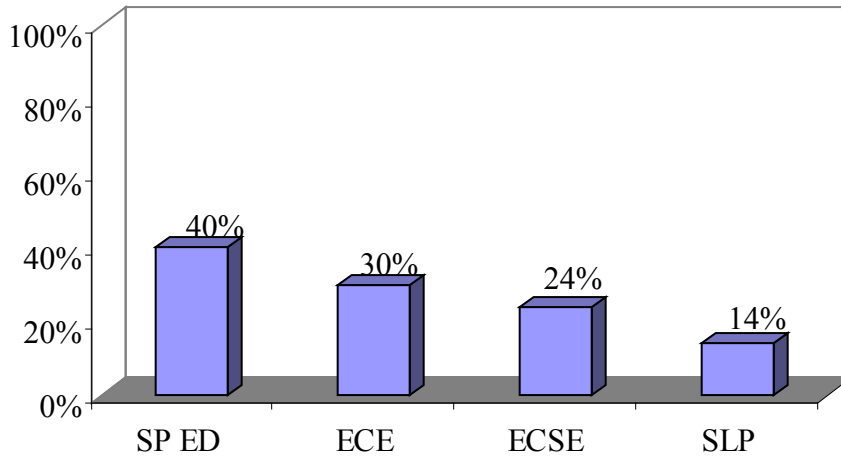
For the 619 providers who provided information regarding their highest educational degree attained ($n=734$), a few had a high school or an AA degree (1%), roughly a quarter had a bachelor's degree (26%), about two-thirds had a master's degree (70%), and few had a doctoral degree (3%). Almost all respondents were female (97%) and white (95%). As Figure 1 displays, participant ages varied greatly.

Figure 1. *Participant age ranges (n=734)*



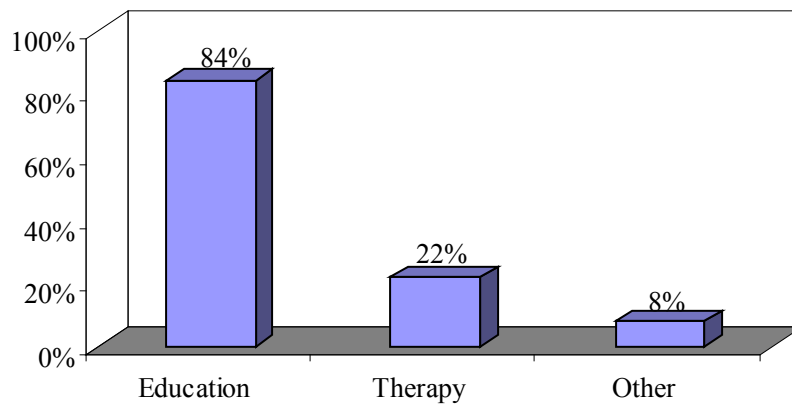
Participants reported their profession and were allowed to enter more than one (see Figure 2). Other professions reported, accounting for less than 5% of the sample, included: administrators; counselors; early interventionists; elementary educators; developmental specialists; developmental therapists; occupational therapists; parent educators; physicians; physical therapists; service coordinators, and social workers.

Figure 2. Professions of participants (n = 735)



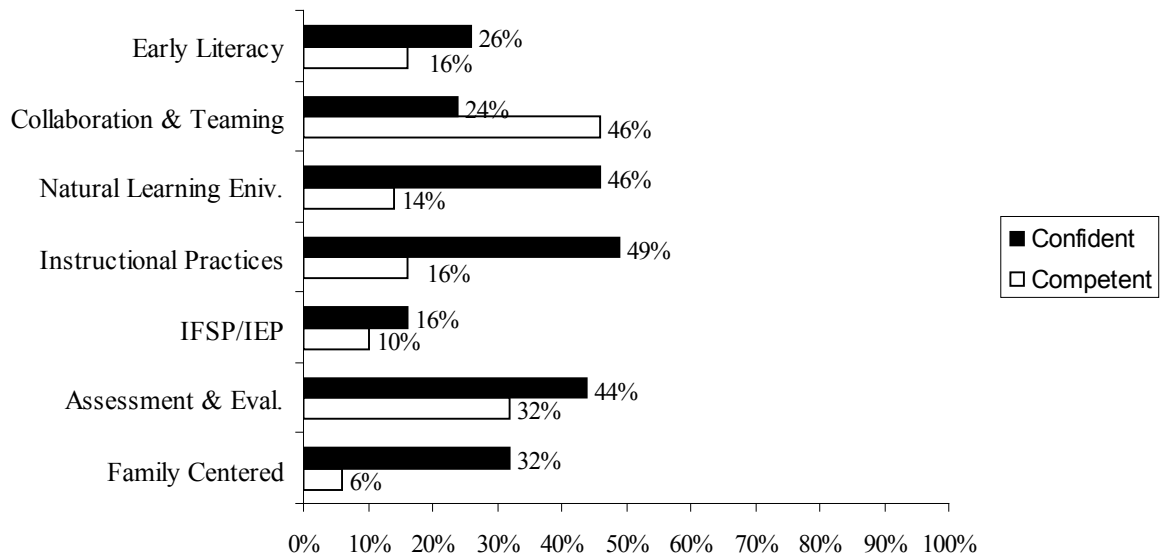
Participants indicated the type of licensure or certification they held and could indicate more than one (see Figure 3). Approximately half of the providers have worked in the field of early intervention (53%) or early childhood special education (48%) for over 10 years.

Figure 3. Type of licensure or certification (n = 735)



Perceived Competence and Confidence

Figure 4 depicts how competent and confident 619 providers perceived themselves to be in the seven domains measured. Table 1 highlights the perceived level of competence of providers representing three professions across the different domains.

Figure 4. *Overview competence and confidence*Table 1. *Competence Areas by Profession*

Type of Practice	SE/ECSE (n=470)	Early Childhood (n=222)	SLP (n=106)
Family-Centered Practices	6%	7%	6%
Assessment Practices	32%	31%	35%
Achieving IFSP/ IEP Outcomes	10%	11%	8%
Instructional Practices	15%	20%	19%
Natural Environments/ LRE	12%	12%	17%
Collaboration/ Teaming	49%	49%	36%
Early Literacy	15%	19%	16%

Competence and Confidence Results by Item. Each table below reflects participants' percentage responses to two statements relative to competency and two statements relative to confidence for each of the seven domains.

Family-Centered Practice.

Table 2. *Participants' Responses Relative to Their Perceived Competence and Confidence to Engender Family-Centered Practices*

Confidence or Competence Item	Survey Item	Responses							I do not endorse this practice
		Never	Rarely	Some times	More often than not	Most times	Almost always	Always	
Competence	I am able to get the families I work with to obtain supports and resources on their own (n=728)	<1%	6%	41%	25%	19%	8%	----	<1%
Competence	Families recognize and use their strengths to improve child outcomes because of how I work with them (n=723)	<1%	3%	27%	25%	30%	14%	2%	----
Confidence	Getting families to talk to me about what is important for them to accomplish comes easy to me (n=728)	----	1%	6%	12%	25%	41%	16%	----
Confidence	I am pretty sure that the families I work with will become more empowered because of my work with them (n=727)	----	2%	14%	14%	31%	33%	6%	<1%

Assessment and Evaluation.

Table 3. *Participants' Responses Relative to Their Perceived Competence and Confidence in Assessment and Evaluation*

Confidence or Competence Item	Survey Item	Responses							I do not endorse this practice
		Never	Rarely	Some times	More often than not	Most times	Almost always	Always	
Competence	I am able to "hit the mark" every time in terms of identifying children's strengths and needs (n=730)	----	----	4%	14%	14%	38%	41%	4%
Competence	I am especially proficient at helping parents identify their children's and families' needs and concerns (n=735)	----	----	5%	21%	34%	41%	8%	----
Confidence	I am almost always certain that I will be able to identify and use children's personal interests to improve child learning (n=729)	----	<1%	5%	10%	26%	42%	17%	----
Confidence	I feel sure that my assessments of children's capabilities are accurate (n=727)	----	<1%	2%	7%	26%	55%	9%	<1%

Individualized Education Plan.

Table 4. *Participants' Responses Relative to Their Perceived Competence and Confidence in Using Individualized Education Plans (IEPs)*

Confidence or Competence Item	Survey Item	Responses							I do not endorse this practice
		Never	Rarely	Some times	More often than not	Most times	Almost always	Always	
Competence	The children with whom I work achieve the majority of their IEP outcomes in six months or less (n=722)	----	2%	13%	22%	32%	29%	2%	----
Competence	I am able to get the families I work with to be key players in identifying IEP outcomes for their children and themselves (n=725)	<1%	7%	29%	20%	29%	14%	2%	<1%
Confidence	Writing IEP outcomes that are functional and meaningful child behavior is a breeze (n=724)	<1%	5%	24%	16%	28%	23%	4%	<1%
Confidence	It is easy for me to know which child and parent IEP outcomes are most important to the families I work with (n=733)	----	<1%	9%	13%	33%	36%	10%	----

Instructional Practices.

Table 5. *Participants' Responses Relative to Their Perceived Competence and Confidence in Using Instructional Practices*

Confidence or Competence Item	Survey Item	Responses							
		Never	Rarely	Some times	More often than not	Most times	Almost always	Always	I do not endorse this practice
Competence	Because of my efforts, parents and other caregivers are better able to use responsive instructional practices with their children (n=720)	<1%	3%	21%	24%	31%	18%	2%	1%
Competence	My efforts getting parents and other caregivers to promote child engagement with people and objects are very successful (n=728)	----	<1%	4%	12%	37%	41%	5%	----
Confidence	It is easy for me to get parents and other caregivers to use prompting and prompt fading procedures with their children (n=724)	1%	<1%	6%	9%	25%	37%	21%	<1%
Confidence	It makes me feel good when I see parents using child-initiated and child-directed learning activities (n=726)	----	<1%	3%	4%	16%	36%	41%	<1%

Natural Learning Environments.

Table 6. *Participants' Responses Relative to Their Perceived Competence and Confidence to Use Natural Learning Environments*

Confidence or Competence Item	Survey Item	Responses							I do not endorse this practice
		Never	Rarely	Some times	More often than not	Most times	Almost always	Always	
Competence	I am able to get parents I work with to use everyday family and community activities as sources of child learning opportunities (n=725)	<1%	6%	19%	12%	27%	26%	10%	----
Competence	I am almost always certain that I will be able to identify and use children's personal interests to improve child learning (n=719)	<1%	4%	25%	18%	29%	20%	4%	<1%
Confidence	I find parents' use of natural child learning opportunities that we identified together professionally rewarding (n=718)	<1%	2%	11%	8%	22%	30%	27%	1%
Confidence	I feel that the children I work with benefit a great deal from everyday informal learning opportunities (n=727)	----	<1%	3%	6%	15%	37%	38%	----

Collaboration and Teaming.

Table 7. *Participants' Responses Relative to Their Perceived Competence and Confidence in Collaboration and Teaming*

Confidence or Competence Item	Survey Item	Responses							I do not endorse this practice
		Never	Rarely	Some times	More often than not	Most times	Almost always	Always	
Competence	I am able to successfully implement interdisciplinary interventions taught to me by professionals from other disciplines (n=727)	----	1%	7%	9%	30%	42%	11%	<1%
Competence	Jointly planning and implementing interventions with other professionals insures that the children I work with get the right kind of practices (n=727)	----	1%	4%	7%	16%	41%	32%	<1%
Confidence	Helping other team members do what I do best (role release) makes me feel good about the interventions children and families receive (n=727)	<1%	1%	6%	8%	23%	34%	26%	1%
Confidence	I am able to get families to be key players in identifying IEP outcomes (n=727)	<1%	2%	18%	17%	30%	25%	7%	<1%

Early Literacy Learning.

Table 8. *Participants' Responses Relative to Their Perceived Competence and Confidence in Early Literacy and Learning*

Confidence or Competence Item	Survey Item	Responses							I do not endorse this practice
		Never	Rarely	Some times	More often than not	Most times	Almost always	Always	
Competence	I make sure I help parents and other caregivers understand and use emergent literacy learning activities with their children (n=721)	1%	3%	16%	17%	24%	27%	12%	<1%
Competence	I am able to get parents to understand why parent/child sound and word games are important for children's early literacy learning (n=723)	1%	4%	27%	17%	29%	19%	3%	1%
Confidence	I am pretty good at helping parents provide their children early literacy learning experiences (n=729)	<1%	2%	12%	8%	30%	40%	14%	<1%
Confidence	Including pre-reading and pre-writing outcomes on children's IEPs comes natural to me (n=715)	1%	4%	18%	14%	24%	26%	12%	1%

Number of Participants by State or Territory**619 Providers**

Alabama	0
Alaska	1
Arkansas	17
California	9
Colorado	65
Connecticut	2
Delaware	4
Florida	48
Georgia	1
Idaho	7
Illinois	22
Indiana	24
Iowa	5
Kansas	21
Kentucky	78
Maine	8
Maryland	11
Michigan	4
Minnesota	49
Mississippi	0
Missouri	27
Montana	3
Nebraska	11
Nevada	1
New Hampshire	4
New Mexico	0
New York	4
North Carolina	4
North Dakota	0
Ohio	47
Oklahoma	2

Oregon	21
Pennsylvania	20
Rhode Island	0
South Carolina	0
South Dakota	9
Texas	3
Utah	14
Vermont	9
Virgin Islands	0
Virginia	13
Washington	54
West Virginia	0
Wisconsin	72
Wyoming	9
Total	715

Principal Component Analysis Results

Factor	Internal Consistency: Carmines Theta	Survey Item Indicator	Survey Item	Rotated Factor Loadings		
Process: Competence	0.7782	Collaboration and Teaming	I am able to successfully implement interdisciplinary intervention taught to me by professionals from other disciplines.	0.680		
			Jointly planning and implementing interventions with other professionals insures that the children I work with get the right kind of practices.	0.602		
		Family Centered Practices	I am able to get the families I work with to be actively involved in obtaining needed supports and resources.	0.659		
			Families I work with recognize and use their strengths because of how I work with them.	0.749		
		Assessment and Evaluation	I am able to "hit the mark" every time in terms of identifying children's strengths and needs.	0.692		
			I am especially proficient at helping parents identify their children's and families' needs and concerns.	.0738		
		Process: Confidence	0.7282	Collaboration and Teaming	Helping other team members do what I do best (role release) makes me feel good about the interventions children and families receive.	0.425
					Getting parents and other caregivers to be meaningfully involved in IFSP development and implementation comes easy to me.	0.700
Family Centered Practices	Getting families to tell me what is important for them to accomplish comes easy to me.			0.713		
	I feel pretty much assured that the families I work with become more empowered.			0.722		
Assessment and Evaluation	I am almost always certain that I will be able to identify children's personal interests.			0.596		
	I feel sure that my assessments of children's capabilities are accurate.			0.699		

Factor	Internal Consistency: Carmines Theta	Survey Item Indicator	Survey Item	Rotated Factor Loadings		
Intervention: Competence	0.7952	Instructional Practices	Because of my efforts with families, parents and other caregivers are better able to use responsive and supportive instructional practices with their children.	0.725		
			My efforts getting parents and other caregivers to promote child engagement with people and objects are very successful.	0.762		
		Natural Learning Environments	I am able to get parents I work with to use everyday family and community activities as sources of child learning opportunities.	0.674		
			Because of my efforts, the important of interest-based child learning is understood and valued by the families with whom I work.	0.778		
		IFSP	The children who I work with achieve the majority of their IFSP outcomes in three months or less.	0.554		
			I am able to get the families I work with to be key players in identifying IFSP outcomes.	0.701		
					1	2
		Intervention: Confidence	0.6266	Instructional Practices	It makes me feel good when I see parents using child-initiated and child-directed learning activities.	0.846
Natural Learning Environments	I find parents' use of natural child learning opportunities that we identified together especially professionally rewarding.			0.718	0.000	
Natural Learning Environments	I feel that children's everyday informal learning is just as important as sit-and-teach interventions.			0.641	0.000	
Instructional Practices	It is easy for me to get parents and other caregivers to use prompting and prompt fading procedures with their children.			0.000	0.727	
IFSP	Writing IFSP outcomes that re functional and meaningful is a breeze.			0.000	0.718	
IFSP	It is easy for me to know which child and parent IFSP outcomes are most important to the families I work with.			0.000	0.679	

Survey

EARLY CHILDHOOD SPECIAL EDUCATION/ EARLY INTERVENTION PRACTITIONER SCALE

Please answer the following questions by thinking about the children and families you have worked with during the past six months. Mark the response that best describes how well you were able to do or accomplish each of the tasks.

Helping other team members do what I do best (role release) makes me feel good about the interventions children and families receive

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

It is easy for me to know which child and parent IEP outcomes are most important to the families I work with

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I am pretty good at helping parents provide their children early literacy learning experiences

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

It is easy for me to use prompting and prompt fading procedures with children

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I am especially proficient at identifying children's and families' needs and concerns

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

My efforts at promoting child engagement with people and objects are very successful

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I am able to use everyday family and community activities as sources of child learning opportunities

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

Getting families to talk to me about what is important for their children to accomplish comes easy to me

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I am able to successfully implement interdisciplinary interventions taught to me by professionals from other disciplines

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

The children with whom I work achieve the majority of their IEP outcomes in a year or less

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I find teaching in inclusive settings professionally rewarding

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I feel sure that my assessments of children's capabilities are accurate

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I am able to get the families I work with to obtain supports and resources on their own

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I am able to get parents to understand why parent/child sound and word games are important for children's early literacy learning

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

It makes me feel good when I use child-initiated and child-directed learning activities

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I am pretty sure that the families I work with will become more empowered because of my work with them

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I am able to “hit the mark” every time in terms of identifying children’s strengths and needs

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

Jointly planning and implementing interventions with other professionals insures that the children I work with get the right kind of practices

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

Writing IEP outcomes that are functional and meaningful child behavior is a breeze

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

Including pre-reading and prewriting outcomes on children's IEPs comes natural to me

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

Because of my efforts, parents and other caregivers are better able to use responsive instructional practices with their children

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

Families recognize and use their strengths to improve child outcomes because of how I work with them

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I am able to get the families I work with to be key players in identifying IEP outcomes for their children and themselves

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I feel that the children I work with benefit a great deal from everyday informal learning opportunities

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I am almost always certain that I will be able to identify and use children's personal interests to improve child learning

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

I make sure I help parents and other caregivers understand and use emergent literacy learning activities with their children

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

Getting parents and other interventionists to be meaningfully involved in IEP development and implementation comes easy to me

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

Because of my efforts, the importance of interest-based child learning is understood and valued by the families with whom I work

- Never
- Rarely
- Some of the Time
- More Often than Not
- Most Times
- Almost Always
- All the Time
- I Do Not Endorse This Practice

BACKGROUND INFORMATION

Education

Highest Degree:

- High School
- AA
- BA/BS
- MA/MS
- Ph.D/Ed.D/PsyD.
- Other _____

Profession:

- Special Education
- Early Childhood Education
- Physical Therapy
- Occupational Therapy
- Speech/Language Pathology
- Social Work
- Psychology
- Other _____

State License/Certification:

- Education _____
- Therapy _____
- Other _____

How well did your professional education program prepare you to work with young children with disabilities?

- Not at All
- A Little
- Somewhat
- Very Well

How well did your professional education program prepare you to work with families of young children with disabilities?

- Not at All
- A Little
- Somewhat
- Very Well

Experience

Years Working in Early Childhood Special Education:

- Less than 1
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- Other _____

Years Working with Early Childhood Special Education with Disabilities:

- Less than 1
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- Other _____

How many children do you work with, on average, per week? _____

How many children are on your caseload? _____

Is your caseload:

- Too Few
- Just Right
- Too Many

Inservice Training

Does your State Department of Special Education require you to have continuing education credits in order to keep teaching in Early Childhood Special Education?

- No
- Yes

If Yes, how many credits per year? _____

Does your professional licensing or certification board require you to have continuing education credits?

- No
- Yes

If Yes, how many credits per year? _____

Does your State require you to obtain some type of Early Childhood Special Education program certificate or credential?

- No
- Yes

If Yes, how many training hours are required? _____

Which of the following are the primary ways you receive inservice training?

- Lectures/Presentations
- Half Day Workshops
- Full Day Workshops
- Attending Conferences
- On the Job Mentoring/Coaching
- Clinical Supervision
- Web Based Training/Instruction
- DVD Based Training/Instruction
- College or University Courses
- Other _____

Which of the inservice training approaches do you find most helpful in terms of improving your skills working with infants and toddlers with disabilities and their families?

- Lectures/Presentations
- Half Day Workshops
- Full Day Workshops
- Attending Conferences
- On the Job Mentoring/Coaching
- Clinical Supervision
- Web Based Training/Instruction
- DVD Based Training/Instruction
- College or University Courses
- Other _____

Background Information

Gender:

- Female
- Male

Age (Years):

- 18-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- Other _____

Ethnicity:

- African American
- American Indian
- Asian
- Latino
- Multi-racial
- White
- Other _____

State or territory in which you provide Early Childhood Special Education Services:

<input type="checkbox"/> Alabama	<input type="checkbox"/> Illinois	<input type="checkbox"/> Nebraska	<input type="checkbox"/> South Carolina
<input type="checkbox"/> Alaska	<input type="checkbox"/> Indiana	<input type="checkbox"/> Nevada	<input type="checkbox"/> South Dakota
<input type="checkbox"/> Arizona	<input type="checkbox"/> Iowa	<input type="checkbox"/> New Hampshire	<input type="checkbox"/> Tennessee
<input type="checkbox"/> Arkansas	<input type="checkbox"/> Kansas	<input type="checkbox"/> New Jersey	<input type="checkbox"/> Texas
<input type="checkbox"/> California	<input type="checkbox"/> Kentucky	<input type="checkbox"/> New Mexico	<input type="checkbox"/> Utah
<input type="checkbox"/> Colorado	<input type="checkbox"/> Louisiana	<input type="checkbox"/> New York	<input type="checkbox"/> Vermont
<input type="checkbox"/> Connecticut	<input type="checkbox"/> Maine	<input type="checkbox"/> North Carolina	<input type="checkbox"/> Virgin Islands
<input type="checkbox"/> Delaware	<input type="checkbox"/> Maryland	<input type="checkbox"/> North Dakota	<input type="checkbox"/> Virginia
<input type="checkbox"/> District of Columbia	<input type="checkbox"/> Massachusetts	<input type="checkbox"/> Ohio	<input type="checkbox"/> Washington
<input type="checkbox"/> Florida	<input type="checkbox"/> Michigan	<input type="checkbox"/> Oklahoma	<input type="checkbox"/> West Virginia
<input type="checkbox"/> Georgia	<input type="checkbox"/> Minnesota	<input type="checkbox"/> Oregon	<input type="checkbox"/> Wisconsin
<input type="checkbox"/> Guam	<input type="checkbox"/> Mississippi	<input type="checkbox"/> Pennsylvania	<input type="checkbox"/> Wyoming
<input type="checkbox"/> Hawaii	<input type="checkbox"/> Missouri	<input type="checkbox"/> Puerto Rico	
<input type="checkbox"/> Idaho	<input type="checkbox"/> Montana	<input type="checkbox"/> Rhode Island	