

# The Center to Inform Personnel Preparation Policy and Practice for Early Intervention and Preschool Education

Mary Beth Bruder, PhD  
University of Connecticut

Vicki Stayton, PhD  
Western Kentucky University



Funded by Office of Special Education Programs

## Rationale

### Federal Initiatives

- Concern over the competence of professionals is on the forefront of
  - National agenda
  - States' education reform agendas
- The NCLB & the President's Commission on Excellence in Special Education both emphasize the need to focus on student performance & results

## Rationale

### **State Personnel Issues**

- Shortages of qualified personnel
- Variability in personnel requirements
- Licensing standards not specifically tailored to infants, toddlers and their families

## Rationale

### **Institutes of Higher Education (IHE) Issues**

- Program requirements vary

## Rationale

### Supply and Demand

- Strong relationship between policy, personnel requirements and training programs
- Lack of specific research on supply and demand of EI/ECSE personnel

## The Center's Purpose

To guide the development of policy and practice for personnel preparation in early intervention & preschool education by...

- ... examining issues & recommending actions to ensure an adequate supply of well qualified personnel to serve infants, toddlers and preschoolers with disabilities.

## Center Activities

1. Conduct **research** that synthesizes information about:
  - Licensure, certification standards and requirements
  - Preservice preparation
  - Current and projected supply of and demand for personnel

## Center Activities

2. Identify **critical gaps** in knowledge and design and conduct a program to address these gaps.
3. Develop and disseminate **recommendations** regarding policy and practice.

## Phase I

Study 1

Standards &  
Certification State  
Part C & 619

Study 2

Training Programs  
Institutes of Higher  
Education



Study 3



Supply & Demand

## Phase II

- Research Agenda

## Phase III

- Information Dissemination

## Study I

### Portrait of the National Landscape

Create a comprehensive picture of the current status of EI and ECSE in each state/territory

- Systems
- Personnel
- Standards
- Training Opportunities
- Interagency Collaboration
- Successes/Barriers to Change

## Study I Methodology

- Survey
  - Electronic or telephone
  - Structured protocol with closed and open-ended questions
- Sample
  - Part C Coordinators
  - 619 Coordinators
  - State level representatives (CSPD, Consultants)

## Method of Participation

	Electronic	Phone
Part C (n = 45)	23 (51.1)	22 (48.9)
619 (n = 48)	28 (58.3)	20 (41.7)

## Participants' Experience (years)

	Min.	Max.	Mean	SD
Part C	.05	20	5.48	4.94
619	.25	24	6.29	5.68

## Part C Organization

Organizational Structure	Frequency	Percent
Other	18	40.0
Regional Offices	17	37.8
County	9	20.0
Central Office	5	11.1
Local ICC's	5	11.1

## Who Employs Part C Personnel?

Employer	Percent
Private Not for Profit Agency	80.0
State Department	68.9
Private for Profit Agency	55.6
Private Individual Therapists	53.3
Local Education Agency	37.8
Regional Collaborative	31.1
Other	24.4



## Part C

### Frequency of Multiple Employers

Number of Types of Employers	Frequency of States	Percent of States
One	5	11.1
Two	6	13.3
Three	14	31.1
Four	9	20.0
Five	4	8.9
Six	7	15.5

## Part C

### Personnel Supply

Discipline	Adequate	Shortage	Unsure
Social Worker	62.2	17.8	17.8
Service Coordinator*	53.3	33.3	6.7
Pediatrician	53.3	24.5	20.0
Nurses*	51.1	22.2	22.2
Audiologist	46.7	33.3	17.8
Special Educator*	44.4	40.0	11.1

\*1-2 Do not employ

## Part C Personnel Supply

Discipline	Adequate	Shortage	Unsure
Physical Therapist	40.0	46.7	11.1
Nutritionist	40.0	26.6	31.1
Occupational Therapist	37.8	51.1	8.9
Orientation/Mobility	35.6	31.1	31.1
Family Therapist	33.3	31.1	28.9
Speech/Language Pathologist	13.3	75.5	8.9

\*1-2 Do not employ

## Part C Personnel Training

Discipline	States Reporting Adequate Training
Audiologist	46.7
Special Educator	44.4
Occupational Therapist	42.2
Nutritionist	42.2
Physical Therapist	40.0
Nurse	40.0

## Part C Personnel Training

Discipline	States Reporting Adequate Training
Service Coordinator	40.0
Speech/Language Pathologist	37.8
Orientation/Mobility	35.6
Social Worker	35.6
Psychologist	33.3
Pediatrician	28.9
Family Therapist	28.9

## Part C Standards and Requirements

	Percent Reporting Yes or In Process
<b>Add/Create Categories</b>	51.1
<b>Credential for EI</b>	51.1
<b>Modifications to Standards</b>	39.9
<b>Additional Requirements</b>	25.0

## Part C Credentialing Procedures

Procedure	Percent Reporting
Competencies	72.7
Course work	45.5
Preservice Prep.	40.9
Exams	27.3
Training/inservice	27.3
Portfolio	22.7
Experience	18.2
Observation	9.1
Interview	9.1
Apprenticeship	4.5
Endorsement	4.5

## Part C Training

	Percent of States
Training during employment*	73.3
Training Directory	64.4
Training prior to employment	53.3
CEU in Area Requirement	33.3
Alternative Certification	22.2
Career Ladder	17.8

\* Training descriptions vary.

## Part C

### Ways of Addressing Personnel Preparation

	Percent of States
State Improvement Plan	73.3
ICC Personnel Prep Committee	57.8
Interagency Agreement	53.3
CSPD Doc. In-service	51.1
CSPD Doc. Pre-service	37.8

### Reported Factors Helping to Obtain Qualified Personnel in EI

- Specific recruitment efforts
- Training
- Characteristics of EI
- Family oriented philosophy
- Geography/attractive location
- Higher education programs
- Salary/benefits
- Certification
- Grants/funding programs
- Positive perceptions of EI
- System financial reimbursement
- Supervision

## Reported Barriers to Obtaining Qualified Personnel in EI

- Lack of personnel pool
- Higher ed. program issues
- Low salaries
- Geography, rural locations
- Lack of knowledge about EI
- Characteristics of EI tasks
- Training issues
- System financial reimbursement difficulties
- State standards/certification
- Lack of interagency collaboration

## 619 Organization

Organizational Structure	Frequency	Percent
Local Education Agencies	41	85.4
Other	9	18.8
Regional Offices	6	12.5
County	4	8.3

## Who Employs 619 Personnel?

Employer	Percent
Local Education Agency	89.6
State Department	70.8
Regional Collaborative	31.3
Private Not for Profit	31.3
Private Individual Therapists	22.9
Private for Profit	20.8
Private Preschool	14.6
Private Not for Profit Preschool	14.6
Other	8.3

## 619

### Frequency of Multiple Employers

Number of Types of Employers	Frequency of States	Percent of States
One	9	18.8
Two	14	29.2
Three	11	22.9
Four	3	6.3
Five	5	10.4
Six	4	8.3
Seven	1	2.1
Eight	1	2.1

## 619 Personnel Supply

Discipline	Adequate	Shortage	Unsure
Audiologist*	37.5	20.9	39.6
Paraprofessional	36.2	38.3	25.5
Psychologist	31.9	38.3	29.8
Social Worker	31.9	27.6	40.4
Special Educator	29.8	59.6	10.6
Physical Therapist	29.8	49.0	21.3

\*1-3 Do not employ

## 619 Personnel Supply

Discipline	Adequate	Shortage	Unsure
Occupational Therapist	27.7	55.4	17.0
Pediatrician	27.1	16.7	52.1
Nurse*	27.1	29.2	41.7
Orientation/ Mobility	17.0	38.3	44.7
Family Therapist*	17.0	17.0	59.6
Speech/Language Pathologist	6.4	85.1	8.5

\*1-3 Do not employ



## 619 Personnel Training

Discipline	Percent Reporting Adequate Training
Speech/Language Pathologist	51.1
Occupational Therapist	46.8
Physical Therapist	44.7
Audiologist	43.8
Special Educator	40.4
Social Worker	40.4

## 619 Personnel Training

Discipline	Percent Reporting Adequate Training
Orientation Mobility	36.2
Psychologist	34.0
Nurses	31.9
Pediatrician	27.1
Paraprofessional	27.1
Family Therapist	21.3

## 619 Standards and Requirements

	Percent Reporting Yes or In Process
Credential for ECSE	62.6
Modifications to Standards	56.3
Add/Create Categories	16.7
Additional Requirements	12.5

## 619 Credentialing Procedures

Procedure	Percent Reporting
Preservice Preparation	69.6
Course work	65.2
Competencies	43.5
Exams	43.5
Experience	4.3
Recommendations	4.3
Follow-up Mentoring	4.3

## 619 Training

	Percent of States
Training Directory	62.5
Training during employment*	56.3
Alternative Certification	54.2
Career Ladder	33.3
CEU in Area Requirement	22.9
Training prior to employment	10.4

\* Training descriptions vary.

## 619

### Ways of Addressing Personnel Preparation

	Percent of States
State Improvement Plan	66.7
Interagency Agreement	43.8
CSPD Doc. In-service	29.2
CSPD Doc. Pre-service	22.9

### Reported Factors Helping to Obtain Qualified Personnel in ECSE

- Training
- Strong higher ed. programs
- Certification/credential
- Salary/benefits
- Targeted recruitment
- Interagency initiatives
- Geography - attractive location
- Characteristics of ECSE
- Positive perceptions of ECSE
- Philosophy
- Grants/funding programs
- Supervision/mentorship

### Reported Barriers to Obtaining Qualified Personnel in ECSE

- Salary/benefits
- Higher education issues
- Lack of personnel pool
- Geography (rural)
- State standards/certification
- Lack of knowledge about ECSE
- Negative perceptions of ECSE
- Characteristics of ECSE tasks
- Training issues
- Competition with other states
- State issues, lack of support
- Lack of interagency collaboration

## Study II

### 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

## Study II

### 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

## Study II Methodology

- Survey
  - Web-based
  - Paper or phone options

## Study II 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

## 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

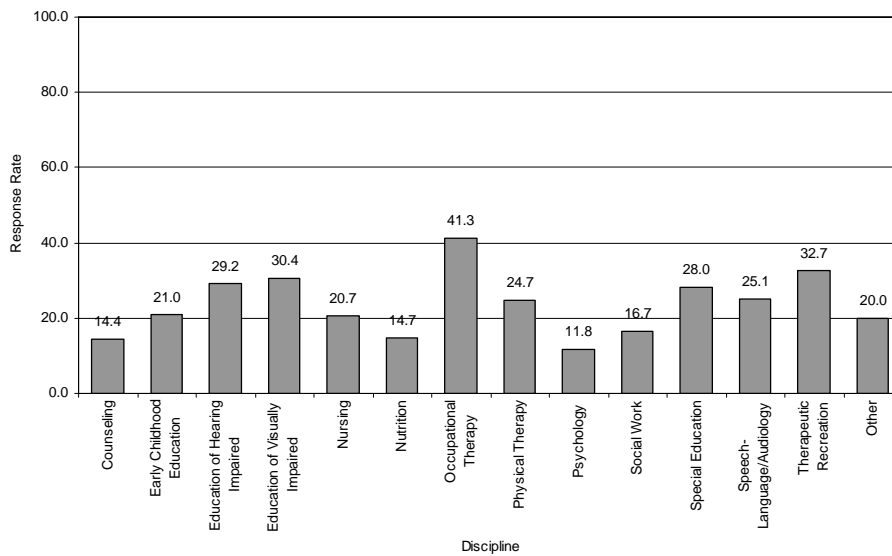
## Response Rate by Discipline

Discipline	Requests	Response	Response Rate
Occupational Therapy	150	62	41.3
Recreation Therapy	113	37	32.7
Ed. of Vision Impaired	23	7	30.4
Ed. of Hearing Impaired	65	19	29.2
Special Ed	571	160	28.0
Speech/Audiology	263	66	25.1
Physical Therapy	194	48	24.7
Early Childhood Ed.	714	150	21.0

## Response Rate by Discipline

Discipline	Requests	Response	Response Rate
Nursing	1283	266	20.7
Other	100	20	20.0
Social Work	438	73	16.7
Nutrition	184	27	14.7
Counseling	458	66	14.4
Psychology	1103	130	11.8
<b>Total</b>	<b>5659</b>	<b>1131</b>	<b>19.99</b>

## Response Rate by Discipline





## Response Rate by State

State	Request	Response	Response Rate
Alabama	132	234	18.2
Alaska	12	4	33.3
Arizona	72	22	30.6
Arkansas	84	15	17.9
California	309	46	14.9
Colorado	80	16	20.0
Connecticut	97	17	17.5
Delaware	19	2	10.5
District of Columbia	42	7	16.7

## Response Rate by State

State	Request	Response	Response Rate
Florida	166	34	20.5
Georgia	111	26	23.4
Hawaii	28	8	28.6
Idaho	39	9	23.1
Illinois	248	39	15.7
Indiana	164	44	26.8
Iowa	86	17	19.8
Kansas	102	26	25.5
Kentucky	120	26	21.7

## Response Rate by State

State	Request	Response	Response Rate
Louisiana	86	13	15.2
Maine	30	6	20.0
Maryland	107	27	25.2
Massachusetts	174	28	16.1
Michigan	155	31	20.7
Minnesota	117	16	13.7
Mississippi	61	11	18.0
Missouri	126	19	15.1
Montana	29	4	13.8

## Response Rate by State

State	Request	Response	Response Rate
Nebraska	64	13	20.3
Nevada	18	4	22.2
New Hampshire	46	7	15.2
New Jersey	107	14	13.1
New Mexico	47	4	8.5
New York	457	88	19.3
North Carolina	184	35	19.0
North Dakota	31	15	48.4
Ohio	194	35	18.0

## Response Rate by State

State	Request	Response	Response Rate
Oklahoma	95	19	20.0
Oregon	53	12	22.6
Pennsylvania	398	79	19.9
Rhode Island	34	10	29.4
South Carolina	108	24	22.2
South Dakota	33	10	30.3
Tennessee	131	27	20.6
Texas	385	78	20.3

## Response Rate by State

State	Request	Response	Response Rate
Utah	46	17	37.0
Vermont	29	6	20.7
Virginia	132	27	20.5
Washington	85	25	29.4
West Virginia	48	14	29.2
Wisconsin	124	26	21.0
Wyoming	14	5	35.7
<b>Total</b>	<b>5659</b>	<b>1131</b>	<b>19.99</b>

## Response Rate by OSEP Funded Grant Projects

	OSEP Funded Grant Projects
Contacted	107
Responded	48
Refused	7
Participation Response Rate	44.86%

## Description of Sample by Type of Institution of Higher Education (IHE) (n=1131)

Type of IHE	Frequency.	Sample %	Response Rate
Public	748	66.2	21.6
Private	381	33.7	17.5
N/A	2	0.2	13.3
Total	1131	100.0	19.9

**Description of Sample by Carnegie Classification  
(n=1131)**

Carnegie Class	Frequency	Sample %	Response Rate
Doctoral/Research Universities—Extensive	217	19.2	22.8
Doctoral/Research Universities—Intensive	133	11.8	22.9
Master's Colleges and Universities I	361	31.9	17.7
Master's Colleges and Universities II	45	4.0	19.8
Baccalaureate Colleges—Liberal Arts	33	2.9	13.5
Baccalaureate Colleges—General	91	8.0	17.7
Baccalaureate/Associate's Colleges	6	0.5	18.8
Associate's Colleges	182	16.1	23.1
Specialized Institutions	40	3.6	23.4
N/A	23	2.0	21.5

**Description of Sample by Program Degree  
(n=1116)**

Type of Degree	Frequency	Sample %
Undergraduate	488	43.1
Masters	443	39.2
Associate	204	18.0
Doctorate	97	8.6
Other	90	8.0

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

Age Range	Frequency	Percent
Life	620	56.0
0-3	13	1.2
3-5	16	1.4
5-8	10	0.9
0-5	43	3.9
0-8	111	10.0
0-21	80	7.2
3-21	33	3.0
5-21	62	5.6
Other	119	10.7

**Program Preparation for  
Licensure**

License	% Yes	% No
General License (n=1085)	86.4	14.6
License for 0-5 with special needs (n=1073)	38.3	61.7

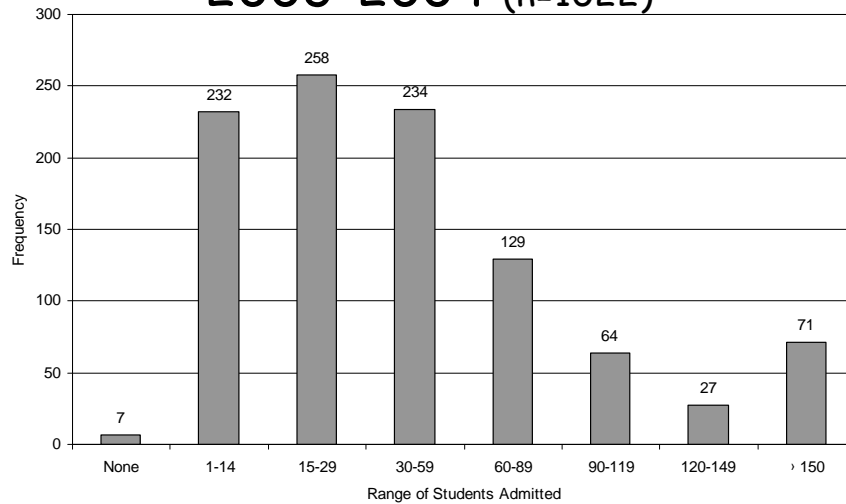
## Program Preparation for Licensure (n=313)

License Age Range for Early Childhood	% Yes	% No
0-3	58.1	41.9
3-5	72.2	27.4
0-5	77.0	23.0

## Number of Students Admitted 2003-2004 (n=1022)

Range	Frequency	Percent
None	7	0.7
1-14	232	22.7
15-29	258	25.2
30-59	234	22.9
60-89	129	12.6
90-119	64	6.3
120-149	27	2.6
> 150	71	6.9

## Number of Students Admitted 2003-2004 (n=1022)



## Number of Students Enrolled in Program 2003-2004 (n=1050)

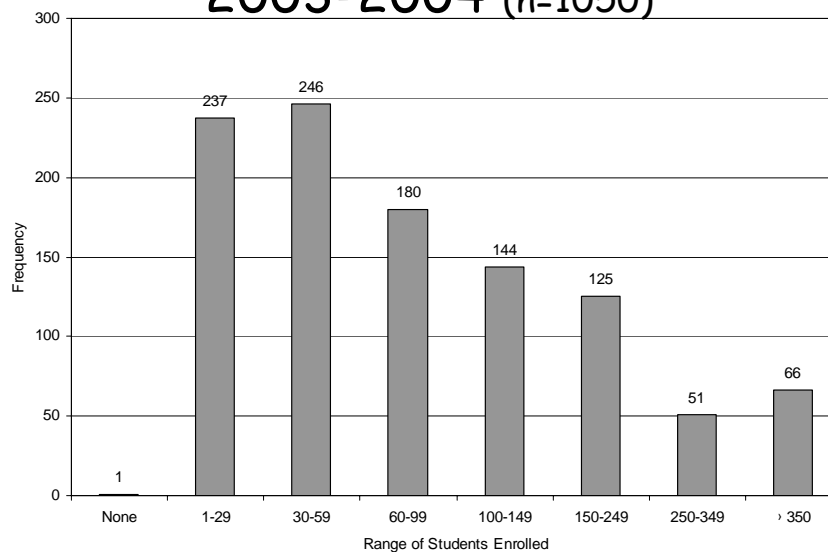
Range	Frequency	Percent
None	1	0.1
1-29	237	22.6
30-59	246	23.4
60-99	180	17.1
100-149	144	13.7
150-249	125	11.9
250-349	51	4.9
> 350	66	6.3



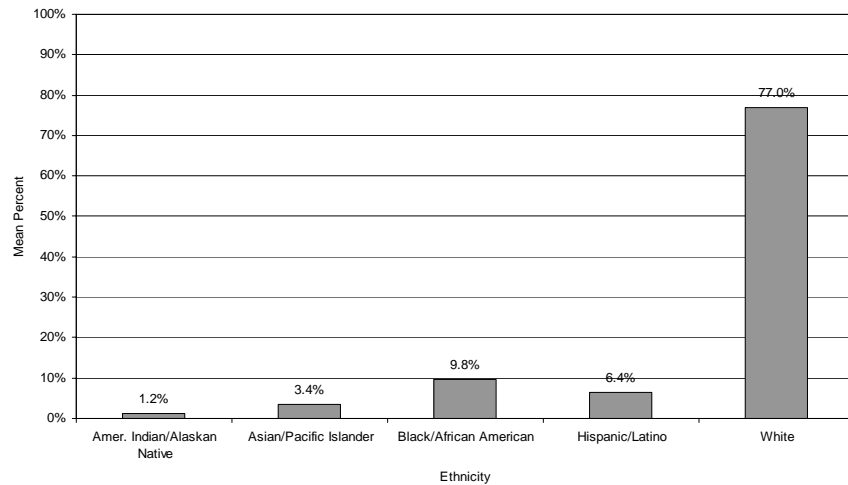
## Student Composition by Ethnicity (n=1066)

Ethnicity	Mean %	Standard Deviation
White	77.0	24.43
Black/African American	9.8	15.24
Hispanic/Latino	6.4	12.20
Asian/Pacific Islander	3.4	7.64
American Indian/Alaskan Native	1.2	5.07

## Number Enrolled in Program 2003-2004 (n=1050)



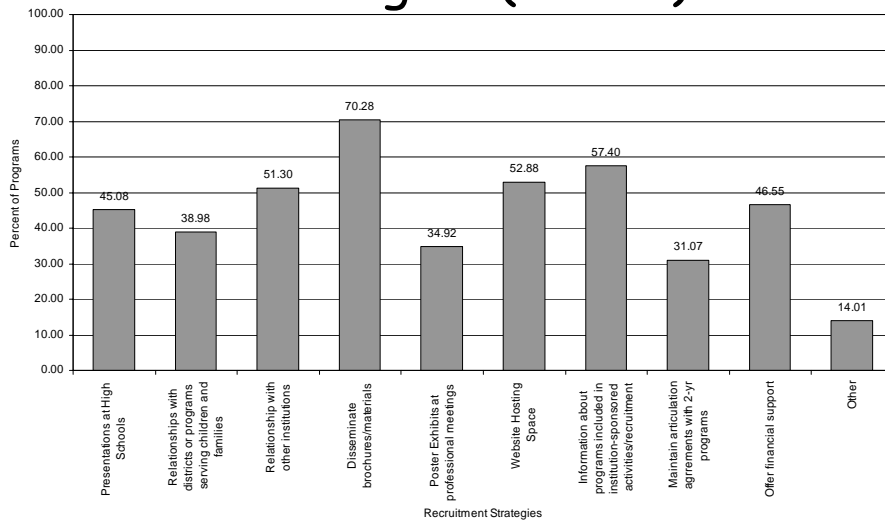
## Student Composition by Ethnicity (n=1066)



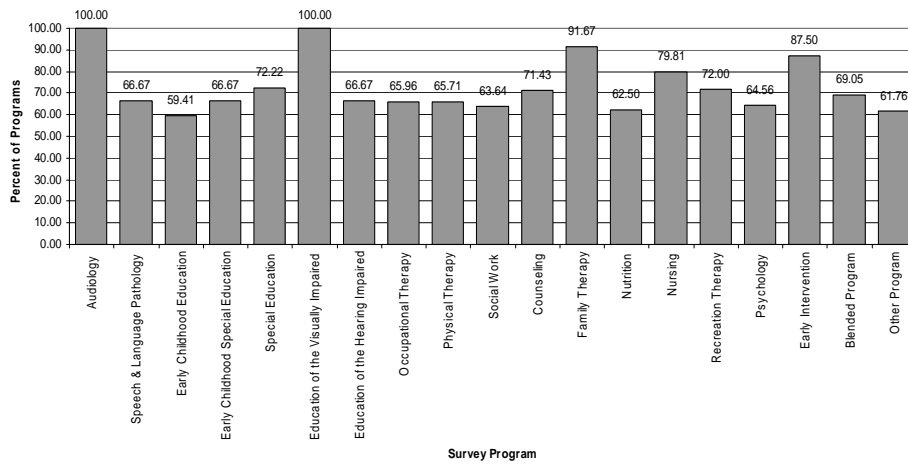
## Student Composition (n=1059)

Category	Mean %	Standard Deviation
Female	86.5	12.51
Residence within 60 miles	65.1	32.03
> 24 years of age	44.5	33.00
Part-time	26.5	31.25
Registered disability	4.97	8.28
Non-US resident	2.3	5.15

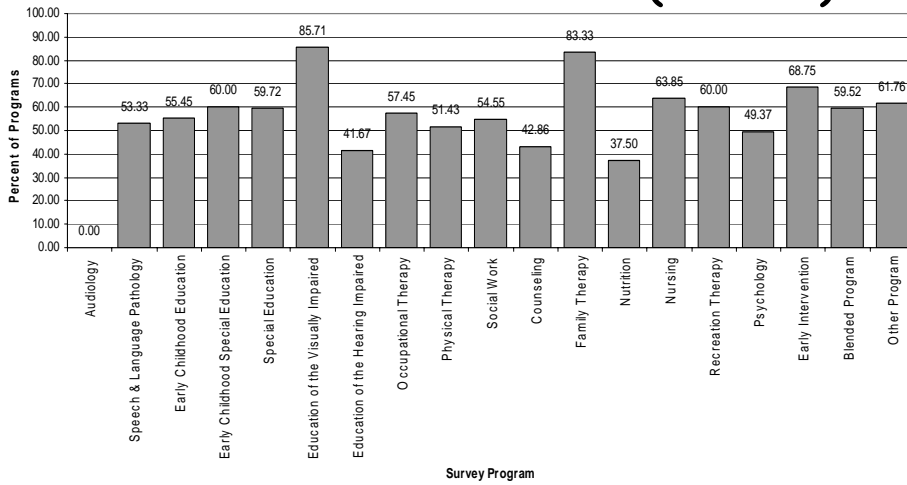
## Targeted Recruitment Strategies (n=885)



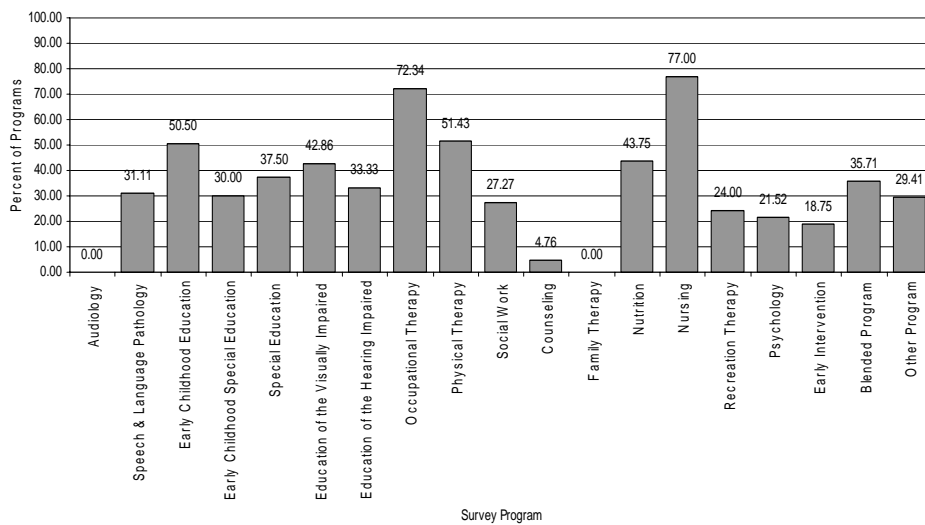
## Disseminate Brochures or Promotional Materials (n=885)



## Include Information in Institution-Sponsored Recruitment Activities (n=885)



## Presentations at High Schools (n=885)



## Programs Offering Courses Focusing on Areas (n=693)

Area	Frequency	Percent	Mean	SD
Families	599	86.43	2.15	1.66
Research & Evaluation	510	73.59	1.90	1.26
Team Process	445	64.21	2.00	1.47
Inclusion/Natural Environments	410	59.16	2.08	1.53
Assistive Technology	339	48.91	1.77	1.44

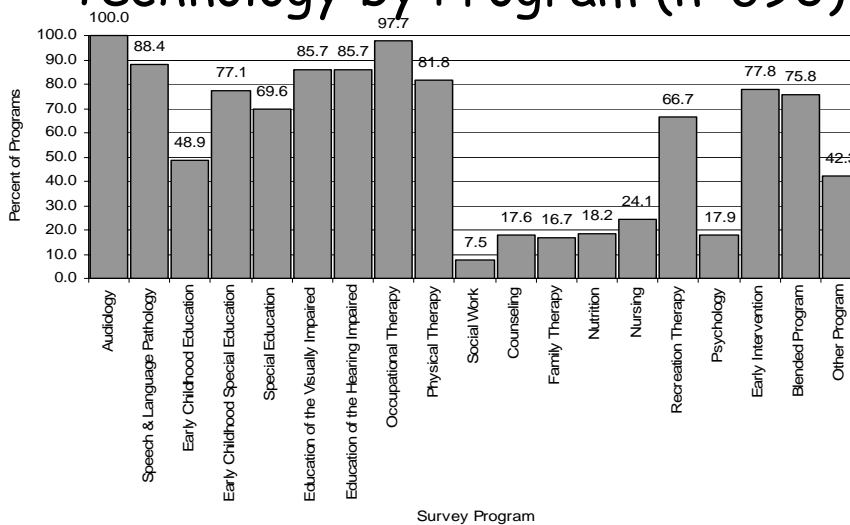
## Programs Addressing Assistive Technology (n=693)

Discipline	Frequency	Percent
Audiology	2	100.0
Occupational Therapy	44	97.7
Speech & Language Pathology	43	88.4
Education of the Visually Impaired	7	85.7
Education of the Hearing Impaired	7	85.7
Physical Therapy	33	81.8
Early Intervention	9	77.8
Early Childhood Special Education	35	77.1
Blended Program	33	75.8
Special Education	56	69.6

## Programs Addressing Assistive Technology (n=693)

Discipline	Frequency	Percent
Recreation Therapy	15	66.7
Early Childhood Education	88	48.9
Other Program	26	42.3
Nursing	137	24.1
Nutrition	11	18.2
Psychology	67	17.9
Counseling	34	17.6
Family Therapy	6	16.7
Social Work	40	7.5

## Programs Addressing Assistive Technology by Program (n=693)



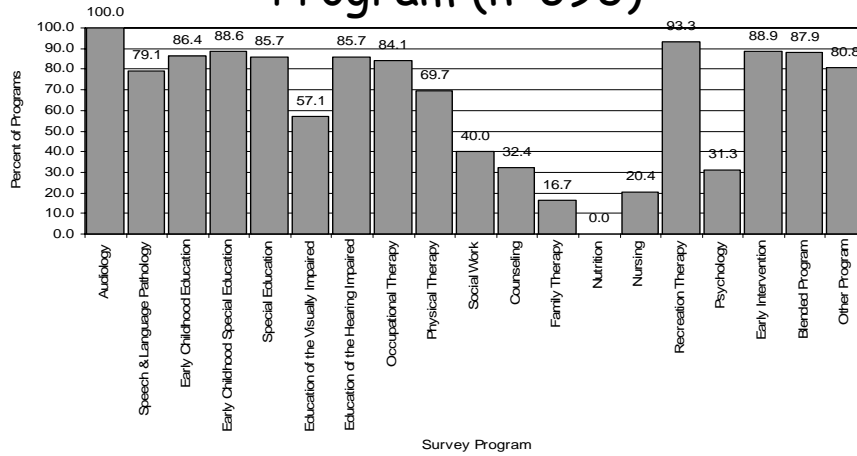
## Programs Addressing Inclusion/Natural Environments (n=693)

Discipline	Frequency	Percent
Audiology	2	100.0
Recreation Therapy	15	93.3
Early Intervention	9	88.9
Early Childhood Special Education	35	88.6
Blended Program	33	87.9
Early Childhood Education	88	86.4
Special Education	56	85.7
Education of the Hearing Impaired	7	85.7
Occupational Therapy	44	84.1
Other Program	26	80.8

## Programs Addressing Inclusion/Natural Environments (n=693)

Discipline	Frequency	Percent
Speech & Language Pathology	43	79.1
Physical Therapy	33	69.7
Education of the Visually Impaired	7	57.1
Social Work	40	40.0
Counseling	34	32.4
Psychology	67	31.3
Nursing	137	20.4
Family Therapy	6	16.7
Nutrition	11	0.0

## Programs Addressing Inclusion/Natural Environments by Program (n=693)



## Programs Addressing Families (n=693)

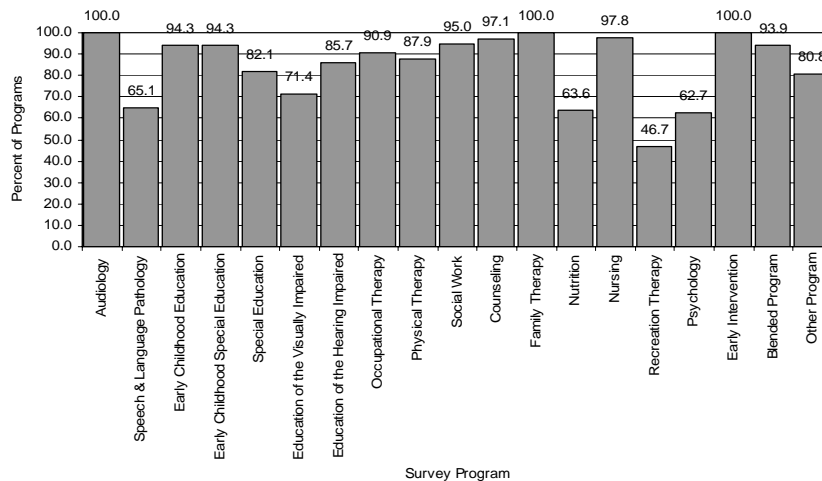
Discipline	Frequency	Percent
Audiology	2	100.0
Family Therapy	6	100.0
Early Intervention	9	100.0
Nursing	137	97.8
Counseling	34	97.1
Social Work	40	95.0
Early Childhood Education	88	94.3
Early Childhood Special Education	35	94.3
Blended Program	33	93.9
Occupational Therapy	44	90.9



## Programs Addressing Families (n=693)

Discipline	Frequency	Percent
Physical Therapy	33	87.9
Education of the Hearing Impaired	7	85.7
Special Education	56	82.1
Other Program	26	80.8
Education of the Visually Impaired	7	71.4
Speech & Language Pathology	43	65.1
Nutrition	11	63.6
Psychology	67	62.7
Recreation Therapy	15	46.7

## Programs Addressing Families by Program (n=693)



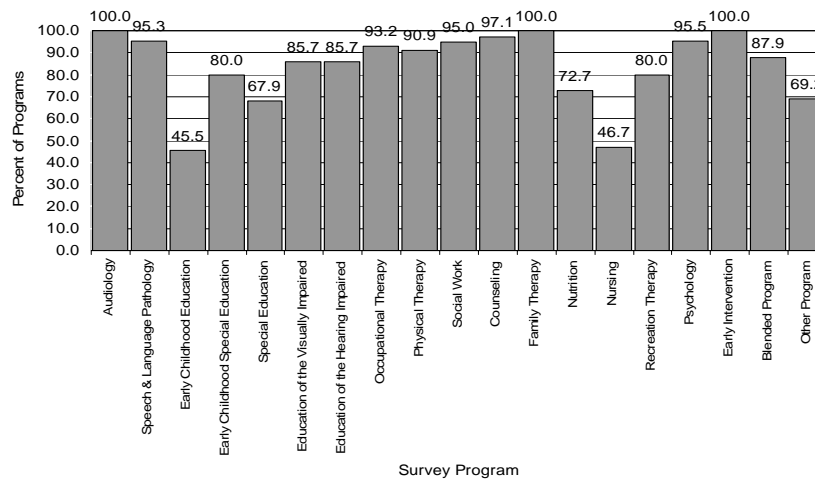
## Programs Addressing Research and Evaluation (n=693)

Discipline	Frequency	Percent
Audiology	2	100.0
Family Therapy	6	100.0
Early Intervention	9	100.0
Counseling	34	97.1
Psychology	67	95.5
Speech & Language Pathology	43	95.3
Social Work	40	95.0
Occupational Therapy	44	93.2
Physical Therapy	33	90.9
Blended Program	33	87.9

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

Discipline	Frequency	Percent
Education of the Visually Impaired	7	85.7
Education of the Hearing Impaired	7	85.7
Early Childhood Special Education	35	80.0
Recreation Therapy	15	80.0
Nutrition	11	72.7
Other Program	26	69.2
Special Education	56	67.9
Nursing	137	46.7
Early Childhood Education	88	45.5

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



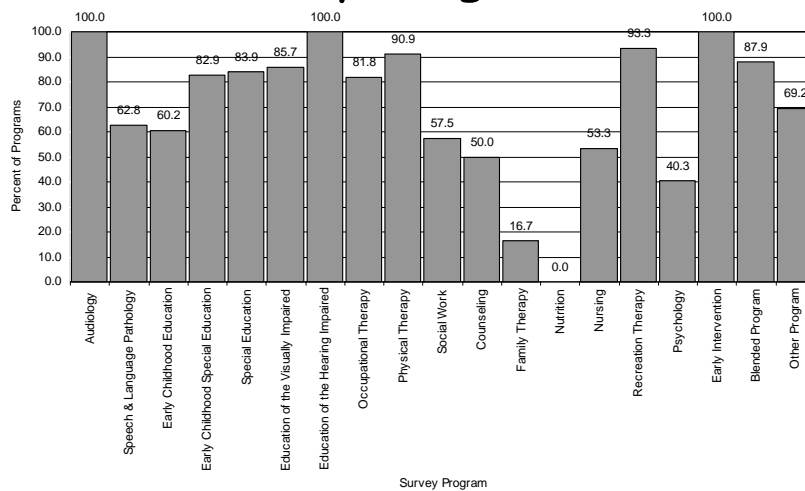
## Programs Addressing Team Process (n=693)

Discipline	Frequency	Percent
Audiology	2	100.0
Education of the Hearing Impaired	7	100.0
Early Intervention	9	100.0
Recreation Therapy	15	93.3
Physical Therapy	33	90.9
Blended Program	33	87.9
Education of the Visually Impaired	7	85.7
Special Education	56	83.9
Early Childhood Special Education	35	82.9
Occupational Therapy	44	81.8

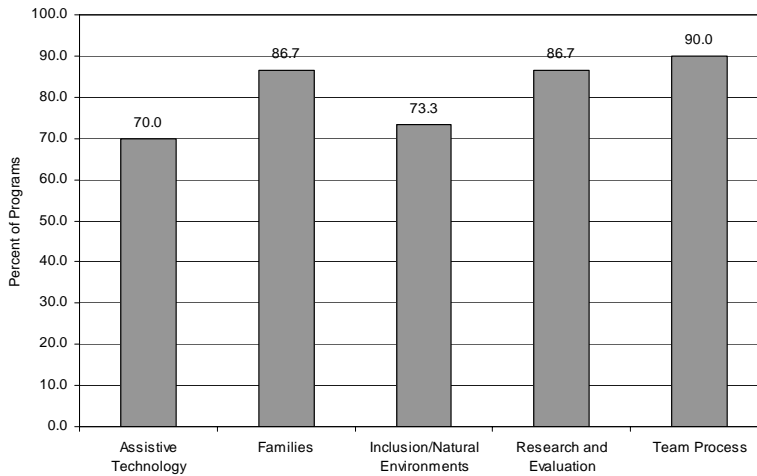
## Programs Addressing Team Process by Program (n=693)

Discipline	Frequency	Percent
Other Program	26	69.2
Speech & Language Pathology	43	62.8
Early Childhood Education	88	60.2
Social Work	40	57.5
Nursing	137	53.3
Counseling	34	50.0
Psychology	67	40.3
Family Therapy	6	16.7
Nutrition	11	0.0

## Programs Addressing Team Process by Program (n=693)



## Areas Addressed by OSEP Funded Programs (n=30)



## Instructional Strategies Used in Programs (n=728)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	20.7	83.1	51.0	68.1
Assistive Tech	16.8	60.0	38.3	48.6
Development	31.7	94.1	44.0	76.4
Intervention	26.6	85.2	51.5	77.5
Cultural Sensitivity	25.1	88.6	46.6	73.9
Due Process	12.4	75.8	20.5	35.3
Family Centered	22.9	86.8	46.3	70.9
FAPE	12.8	62.0	17.2	35.3

## Instructional Strategies Used in Programs (n=728)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	13.9	71.0	35.9	54.5
IFSP	11.1	63.0	27.5	43.7
Instructional Plan	19.5	66.5	41.9	57.8
Learning Environment	19.4	73.1	40.0	62.0
LRE	12.6	70.3	24.7	51.9
Natural Environment	14.7	63.3	25.8	52.5
Professional Ethics	20.3	89.1	49.2	68.8
Teaming	15.7	72.8	46.6	64.3
Zero rejection	9.1	44.0	12.5	24.7

## Instructional Strategies Used in Audiology Programs (n=2)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	50.0	100.0	100.0	100.0
Assistive Tech	100.0	100.0	100.0	100.0
Development	50.0	100.0	100.0	100.0
Intervention	50.0	100.0	100.0	100.0
Cultural Sensitivity	100.0	100.0	.0	100.0
Due Process	50.0	100.0	50.0	50.0
Family Centered	50.0	100.0	100.0	50.0
FAPE	50.0	100.0	50.0	100.0

## Instructional Strategies Used in Audiology Programs (n=2)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	50.0	100.0	100.0	100.0
IFSP	50.0	100.0	100.0	50.0
Instructional Plan	100.0	100.0	50.0	100.0
Learning Environment	50.0	100.0	50.0	100.0
LRE	50.0	100.0	50.0	100.0
Natural Environment	50.0	100.0	.0	100.0
Professional Ethics	50.0	100.0	50.0	100.0
Teaming	50.0	100.0	50.0	100.0
Zero rejection	50.0	100.0	.0	50.0

## Instructional Strategies Used in Speech/Language Programs (n=40)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	35.0	100.0	62.5	100.0
Assistive Tech	30.0	95.0	72.5	82.5
Development	37.5	100.0	52.5	87.5
Intervention	37.5	100.0	65.0	92.5
Cultural Sensitivity	37.5	100.0	57.5	95.0
Due Process	17.5	95.0	32.5	67.5
Family Centered	27.5	92.5	47.5	90.0
FAPE	20.0	92.5	27.5	67.5

## Instructional Strategies Used in Speech/Language Programs (n=40)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	22.5	97.5	50.0	82.5
IFSP	22.5	95.0	37.5	80.0
Instructional Plan	22.5	87.5	47.5	82.5
Learning Environment	22.5	92.5	40.0	72.5
LRE	20.0	97.5	37.5	82.5
Natural Environment	25.0	82.5	32.5	72.5
Professional Ethics	27.5	100.0	55.0	72.5
Teaming	25.0	90.0	45.0	85.0
Zero rejection	20.0	50.0	15.0	45.0

## Instructional Strategies Used in Early Childhood Education Programs (n=95)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	15.8	92.6	54.7	69.5
Assistive Tech	12.6	64.2	33.7	44.2
Development	41.1	98.9	58.9	84.2
Intervention	18.9	83.2	44.2	71.6
Cultural Sensitivity	24.2	92.6	53.7	81.1
Due Process	13.7	77.9	21.1	17.9
Family Centered	24.2	91.6	45.3	64.2
FAPE	11.6	76.8	18.9	26.3



## Instructional Strategies Used in Early Childhood Education Programs (n=95)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	13.7	91.6	36.8	54.7
IFSP	11.6	87.4	31.6	38.9
Instructional Plan	25.3	96.8	65.3	86.3
Learning Environment	27.4	97.9	61.1	83.2
LRE	12.6	88.4	26.3	56.8
Natural Environment	12.6	83.2	32.6	62.1
Professional Ethics	17.9	92.6	51.6	62.1
Teaming	11.6	80.0	45.3	55.8
Zero rejection	9.5	56.8	16.8	24.2

## Instructional Strategies Used in Early Childhood Special Education Programs (n=35)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	25.7	100.0	71.4	94.3
Assistive Tech	20.0	85.7	65.7	62.9
Development	28.6	91.4	48.6	74.3
Intervention	34.3	88.6	54.3	88.6
Cultural Sensitivity	37.1	100.0	62.9	91.4
Due Process	14.3	100.0	28.6	48.6
Family Centered	42.9	94.3	60.0	80.0
FAPE	17.1	97.1	17.1	42.9

## Instructional Strategies Used in Early Childhood Special Education Programs (n=35)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	20.0	100.0	65.7	85.7
IFSP	22.9	88.6	60.0	77.1
Instructional Plan	22.9	94.3	65.7	85.7
Learning Environment	17.1	91.4	60.0	91.4
LRE	17.1	100.0	40.0	77.1
Natural Environment	20.0	97.1	34.3	85.7
Professional Ethics	28.6	97.1	54.3	80.0
Teaming	25.7	97.1	65.7	85.7
Zero rejection	8.6	88.6	28.6	48.6

## Instructional Strategies Used in Special Education Programs (n=60)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	38.3	95.0	71.7	75.0
Assistive Tech	36.7	81.7	53.3	60.0
Development	43.3	91.7	40.0	73.3
Intervention	43.3	88.3	60.0	80.0
Cultural Sensitivity	33.3	93.3	51.7	73.3
Due Process	31.7	96.7	35.0	53.3
Family Centered	26.7	96.7	43.3	63.3
FAPE	25.0	98.3	36.7	56.7

## Instructional Strategies Used in Special Education Programs (n=60)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	33.3	96.7	81.7	81.7
IFSP	23.3	88.3	43.3	46.7
Instructional Plan	43.3	98.3	81.7	86.7
Learning Environment	41.7	96.7	71.7	90.0
LRE	30.0	98.3	50.0	75.0
Natural Environment	26.7	93.3	40.0	75.0
Professional Ethics	33.3	98.3	53.3	78.3
Teaming	31.7	96.7	78.3	80.0
Zero rejection	23.3	88.3	25.0	43.3

## Instructional Strategies Used in Ed. of Vision Impaired Programs (n=7)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	42.9	85.7	42.9	57.1
Assistive Tech	42.9	71.4	57.1	57.1
Development	42.9	100.0	28.6	57.1
Intervention	57.1	100.0	28.6	71.4
Cultural Sensitivity	57.1	100.0	57.1	85.7
Due Process	28.6	85.7	28.6	42.9
Family Centered	42.9	100.0	71.4	57.1
FAPE	28.6	100.0	28.6	42.9

**Instructional Strategies  
Used in Ed. of Vision Impaired  
Programs  
(n=7)**

<b>Practice</b>	<b>Independent Research</b>	<b>Lecture</b>	<b>Class Simulation</b>	<b>Field Experience</b>
IEP	28.6	100.0	57.1	57.1
IFSP	28.6	100.0	42.9	57.1
Instructional Plan	42.9	100.0	85.7	57.1
Learning Environment	42.9	100.0	71.4	71.4
LRE	28.6	85.7	42.9	57.1
Natural Environment	42.9	100.0	28.6	71.4
Professional Ethics	28.6	85.7	57.1	42.9
Teaming	42.9	85.7	42.9	42.9
Zero rejection	28.6	71.4	14.3	42.9

**Instructional Strategies  
Used in Ed. of Hearing Impaired  
Programs  
(n=8)**

<b>Practice</b>	<b>Independent Research</b>	<b>Lecture</b>	<b>Class Simulation</b>	<b>Field Experience</b>
Assessment	50.0	87.5	75.0	75.0
Assistive Tech	12.5	75.0	62.5	75.0
Development	37.5	62.5	37.5	75.0
Intervention	25.0	87.5	62.5	87.5
Cultural Sensitivity	62.5	87.5	37.5	87.5
Due Process	25.0	87.5	25.0	25.0
Family Centered	37.5	75.0	62.5	87.5
FAPE	37.5	87.5	37.5	50.0

## Instructional Strategies Used in Ed. of Hearing Impaired Programs (n=8)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	37.5	75.0	62.5	50.0
IFSP	25.0	50.0	50.0	50.0
Instructional Plan	62.5	100.0	75.0	100.0
Learning Environment	25.0	75.0	62.5	87.5
LRE	37.5	87.5	50.0	75.0
Natural Environment	25.0	87.5	25.0	87.5
Professional Ethics	25.0	100.0	25.0	75.0
Teaming	12.5	87.5	50.0	87.5
Zero rejection	25.0	75.0	25.0	37.5

## Instructional Strategies Used in Occupational Therapy Programs (n=40)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	42.5	97.5	77.5	87.5
Assistive Tech	52.5	97.5	85.0	80.0
Development	57.5	100.0	72.5	92.5
Intervention	52.5	97.5	90.0	97.5
Cultural Sensitivity	45.0	97.5	70.0	90.0
Due Process	20.0	100.0	20.0	25.0
Family Centered	32.5	97.5	62.5	90.0
FAPE	27.5	87.5	30.0	55.0

## Instructional Strategies Used in Occupational Therapy Programs (n=40)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	25.0	100.0	62.5	75.0
IFSP	17.5	97.5	62.5	67.5
Instructional Plan	30.0	75.0	65.0	60.0
Learning Environment	27.5	90.0	60.0	65.0
LRE	20.0	100.0	37.5	62.5
Natural Environment	27.5	92.5	52.5	82.5
Professional Ethics	35.0	97.5	75.0	85.0
Teaming	30.0	100.0	75.0	85.0
Zero rejection	12.5	52.5	17.5	27.5

## Instructional Strategies Used in Physical Therapy Programs (n=35)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	17.1	94.3	48.6	68.6
Assistive Tech	14.3	85.7	48.6	71.4
Development	17.1	97.1	60.0	91.4
Intervention	11.4	94.3	65.7	85.7
Cultural Sensitivity	17.1	94.3	45.7	71.4
Due Process	5.7	82.9	17.1	42.9
Family Centered	11.4	94.3	45.7	82.9
FAPE	8.6	65.7	17.1	45.7

## Instructional Strategies Used in Physical Therapy Programs (n=35)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	11.4	91.4	42.9	77.1
IFSP	8.6	88.6	37.1	65.7
Instructional Plan	8.6	77.1	34.3	48.6
Learning Environment	5.7	82.9	34.3	57.1
LRE	11.4	80.0	20.0	65.7
Natural Environment	8.6	80.0	28.6	60.0
Professional Ethics	22.9	97.1	65.7	91.4
Teaming	14.3	88.6	40.0	77.1
Zero rejection	5.7	51.4	11.4	22.9

## Instructional Strategies Used in Social Work Programs (n=41)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	22.0	75.6	43.9	78.0
Assistive Tech	19.5	24.4	14.6	36.6
Development	24.4	95.1	39.0	85.4
Intervention	22.0	87.8	51.2	82.9
Cultural Sensitivity	24.4	90.2	61.0	82.9
Due Process	12.2	78.0	14.6	61.0
Family Centered	29.3	92.7	65.9	82.9
FAPE	12.2	39.0	7.3	43.9

## Instructional Strategies Used in Social Work Programs (n=41)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	12.2	43.9	4.9	48.8
IFSP	7.3	43.9	4.9	53.7
Instructional Plan	4.9	17.1	7.3	31.7
Learning Environment	9.8	36.6	17.1	43.9
LRE	9.8	61.0	7.3	56.1
Natural Environment	17.1	61.0	31.7	63.4
Professional Ethics	22.0	90.2	70.7	85.4
Teaming	17.1	65.9	53.7	70.7
Zero rejection	7.3	17.1	7.3	14.6

## Instructional Strategies Used in Counseling Programs (n=35)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	17.1	71.4	34.3	54.3
Assistive Tech	8.6	37.1	20.0	22.9
Development	37.1	100.0	42.9	77.1
Intervention	31.4	94.3	60.0	85.7
Cultural Sensitivity	31.4	94.3	60.0	82.9
Due Process	17.1	80.0	31.4	42.9
Family Centered	14.3	85.7	51.4	65.7
FAPE	11.4	57.1	17.1	34.3



## Instructional Strategies Used in Counseling Programs (n=35)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	8.6	77.1	25.7	60.0
IFSP	2.9	51.4	17.1	51.4
Instructional Plan	17.1	62.9	34.3	60.0
Learning Environment	14.3	60.0	28.6	54.3
LRE	5.7	60.0	20.0	51.4
Natural Environment	5.7	31.4	14.3	31.4
Professional Ethics	20.0	85.7	48.6	74.3
Teaming	11.4	57.1	34.3	54.3
Zero rejection	5.7	20.0	11.4	20.0

## Instructional Strategies Used in Family Therapy Programs (n=4)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	.0	75.0	75.0	25.0
Assistive Tech	.0	.0	.0	.0
Development	25.0	100.0	50.0	75.0
Intervention	75.0	75.0	100.0	100.0
Cultural Sensitivity	75.0	75.0	50.0	75.0
Due Process	.0	100.0	.0	25.0
Family Centered	75.0	100.0	100.0	100.0
FAPE	.0	25.0	.0	25.0

## Instructional Strategies Used in Family Therapy Programs (n=4)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	.0	25.0	.0	25.0
IFSP	.0	75.0	.0	25.0
Instructional Plan	.0	.0	.0	.0
Learning Environment	.0	75.0	25.0	25.0
LRE	.0	25.0	.0	.0
Natural Environment	25.0	25.0	25.0	25.0
Professional Ethics	25.0	100.0	50.0	25.0
Teaming	25.0	25.0	25.0	25.0
Zero rejection	.0	25.0	.0	.0

## Instructional Strategies Used in Nutrition Programs (n=12)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	8.3	41.7	25.0	41.7
Assistive Tech	0.0	33.3	16.7	25.0
Development	0.0	58.3	16.7	16.7
Intervention	0.0	33.3	8.3	16.7
Cultural Sensitivity	0.0	58.3	8.3	33.3
Due Process	0.0	41.7	16.7	16.7
Family Centered	0.0	25.0	0.0	33.3
FAPE	0.0	8.3	0.0	0.0

## Instructional Strategies Used in Nutrition Programs (n=12)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	0.0	16.7	0.0	8.3
IFSP	0.0	16.7	0.0	0.0
Instructional Plan	8.3	41.7	25.0	16.7
Learning Environment	0.0	41.7	16.7	25.0
LRE	0.0	0.0	0.0	0.0
Natural Environment	0.0	8.3	0.0	8.3
Professional Ethics	0.0	75.0	16.7	33.3
Teaming	0.0	50.0	25.0	33.3
Zero rejection	0.0	0.0	0.0	0.0

## Instructional Strategies Used in Nursing Programs (n=162)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	4.3	61.7	24.7	45.1
Assistive Tech	3.1	35.8	14.2	32.1
Development	16.0	90.7	32.7	72.2
Intervention	13.0	78.4	33.3	69.8
Cultural Sensitivity	9.9	79.0	26.5	57.4
Due Process	2.5	46.3	6.8	17.3
Family Centered	14.8	84.6	32.7	70.4
FAPE	4.3	17.3	2.5	9.9

## Instructional Strategies Used in Nursing Programs (n=162)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	3.1	26.5	3.1	16.7
IFSP	3.1	17.9	1.2	11.1
Instructional Plan	4.3	30.2	5.6	25.9
Learning Environment	4.9	44.4	12.3	35.8
LRE	3.1	27.2	4.9	19.1
Natural Environment	2.5	18.5	4.3	13.0
Professional Ethics	11.7	79.0	34.6	58.0
Teaming	6.2	51.2	25.9	43.8
Zero rejection	1.9	11.7	2.5	6.8

## Instructional Strategies Used in Recreation Therapy Programs (n=14)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	28.6	100.0	71.4	85.7
Assistive Tech	21.4	92.9	78.6	71.4
Development	7.1	100.0	14.3	50.0
Intervention	35.7	85.7	57.1	64.3
Cultural Sensitivity	14.3	85.7	64.3	71.4
Due Process	14.3	92.9	21.4	28.6
Family Centered	7.1	71.4	50.0	57.1
FAPE	21.4	71.4	28.6	28.6

## Instructional Strategies Used in Recreation Therapy Programs (n=14)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	21.4	78.6	50.0	42.9
IFSP	21.4	57.1	35.7	35.7
Instructional Plan	28.6	78.6	64.3	57.1
Learning Environment	42.9	78.6	50.0	57.1
LRE	21.4	100.0	57.1	64.3
Natural Environment	14.3	85.7	42.9	64.3
Professional Ethics	14.3	92.9	71.4	71.4
Teaming	14.3	78.6	64.3	85.7
Zero rejection	14.3	57.1	28.6	42.9

## Instructional Strategies Used in Psychology Programs (n=73)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	24.7	86.3	46.6	61.6
Assistive Tech	9.6	41.1	17.8	31.5
Development	42.5	97.3	32.9	67.1
Intervention	32.9	80.8	43.8	67.1
Cultural Sensitivity	26.0	86.3	31.5	68.5
Due Process	11.0	68.5	19.2	49.3
Family Centered	23.3	74.0	28.8	57.5
FAPE	8.2	57.5	15.1	45.2

## Instructional Strategies Used in Psychology Programs (n=73)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	9.6	69.9	26.0	52.1
IFSP	8.2	52.1	15.1	42.5
Instructional Plan	15.1	56.2	23.3	45.2
Learning Environment	19.2	67.1	23.3	53.4
LRE	9.6	67.1	17.8	50.7
Natural Environment	15.1	56.2	15.1	43.8
Professional Ethics	19.2	83.6	34.2	65.8
Teaming	11.0	54.8	32.9	57.5
Zero rejection	4.1	31.5	8.2	24.7

## Instructional Strategies Used in Early Intervention Programs (n=9)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	22.2	88.9	55.6	88.9
Assistive Tech	33.3	88.9	55.6	77.8
Development	11.1	88.9	55.6	77.8
Intervention	22.2	88.9	55.6	88.9
Cultural Sensitivity	11.1	88.9	55.6	77.8
Due Process	.0	88.9	33.3	55.6
Family Centered	11.1	88.9	66.7	77.8
FAPE	11.1	88.9	33.3	55.6

## Instructional Strategies Used in Early Intervention Programs (n=9)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	11.1	88.9	66.7	77.8
IFSP	.0	77.8	55.6	55.6
Instructional Plan	11.1	88.9	66.7	77.8
Learning Environment	11.1	88.9	55.6	77.8
LRE	.0	88.9	55.6	66.7
Natural Environment	11.1	88.9	55.6	77.8
Professional Ethics	.0	88.9	55.6	66.7
Teaming	.0	88.9	66.7	77.8
Zero rejection	.0	77.8	11.1	22.2

## Instructional Strategies Used in Blended Programs (n=30)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	23.3	90.0	80.0	90.0
Assistive Tech	13.3	83.3	76.7	63.3
Development	53.3	93.3	56.7	83.3
Intervention	30.0	90.0	80.0	86.7
Cultural Sensitivity	33.3	86.7	60.0	83.3
Due Process	6.7	86.7	36.7	26.7
Family Centered	23.3	86.7	80.0	76.7
FAPE	10.0	93.3	26.7	40.0

## Instructional Strategies Used in Blended Programs (n=30)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	10.0	86.7	66.7	83.3
IFSP	6.7	90.0	60.0	73.3
Instructional Plan	36.7	86.7	80.0	86.7
Learning Environment	33.3	86.7	73.3	86.7
LRE	13.3	90.0	46.7	66.7
Natural Environment	26.7	93.3	50.0	90.0
Professional Ethics	16.7	90.0	53.3	63.3
Teaming	23.3	86.7	70.0	83.3
Zero rejection	6.7	73.3	13.3	33.3

## Instructional Strategies Used in Other Programs (n=26)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
Assessment	19.2	84.6	69.2	73.1
Assistive Tech	15.4	61.5	42.3	57.7
Development	23.1	88.5	34.6	69.2
Intervention	26.9	76.9	53.8	84.6
Cultural Sensitivity	19.2	80.8	53.8	61.5
Due Process	15.4	84.6	19.2	34.6
Family Centered	30.8	76.9	57.7	65.4
FAPE	15.4	76.9	19.2	30.8



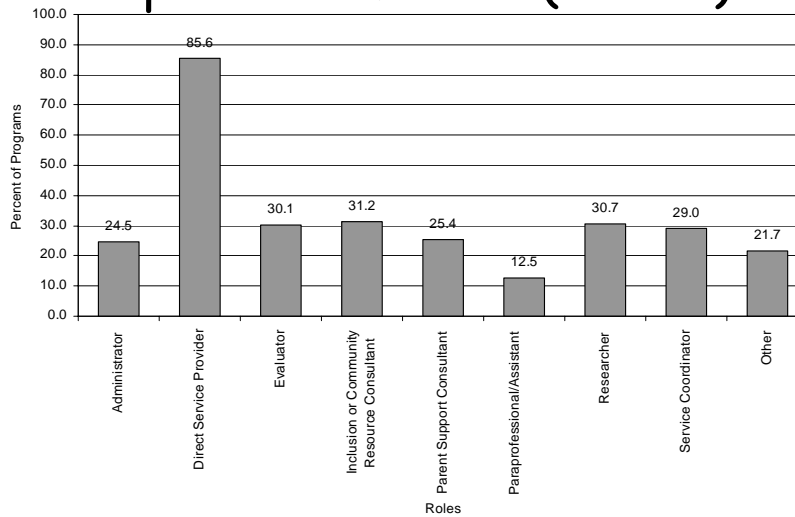
## Instructional Strategies Used in Other Programs (n=26)

Practice	Independent Research	Lecture	Class Simulation	Field Experience
IEP	19.2	92.3	57.7	73.1
IFSP	15.4	80.8	46.2	50.0
Instructional Plan	26.9	84.6	69.2	65.4
Learning Environment	30.8	84.6	57.7	69.2
LRE	19.2	88.5	30.8	57.7
Natural Environment	23.1	80.8	38.5	61.5
Professional Ethics	23.1	84.6	53.8	69.2
Teaming	15.4	69.2	61.5	76.9
Zero rejection	19.2	61.5	15.4	38.5

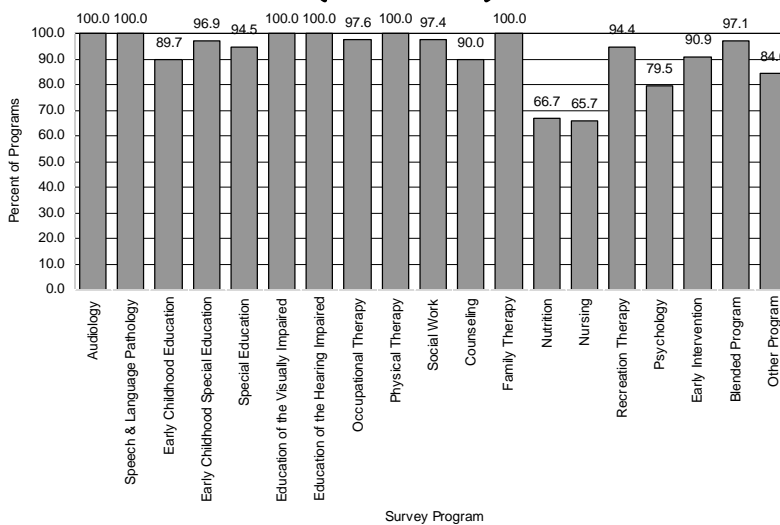
## Roles for Which Students are Prepared (n=727)

Role	Frequency	Percent
Provider	622	85.6
Consultant	227	31.2
Researcher	223	30.7
Evaluator	219	30.1
Service Coordinator	211	29.0
Parent Support Consultant	185	25.4
Administrator	178	24.5
Other	158	21.7
Paraprofessional	91	12.5

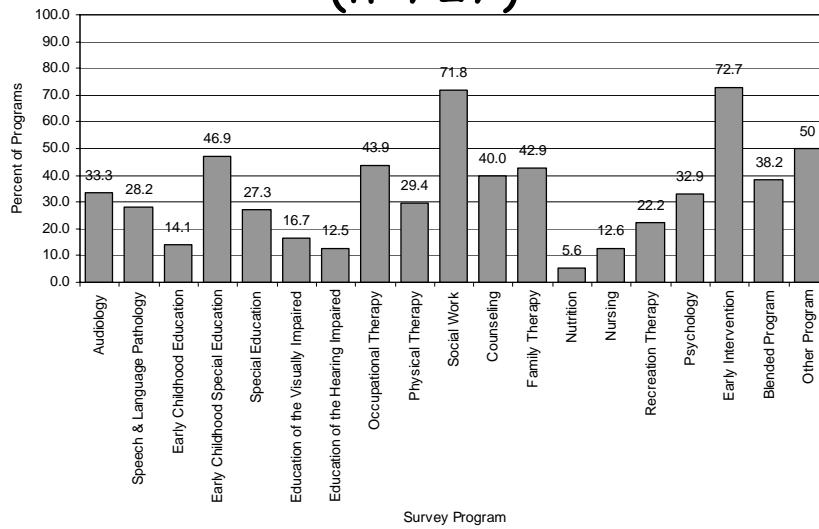
## Roles for Which Program Prepares Students (n=727)



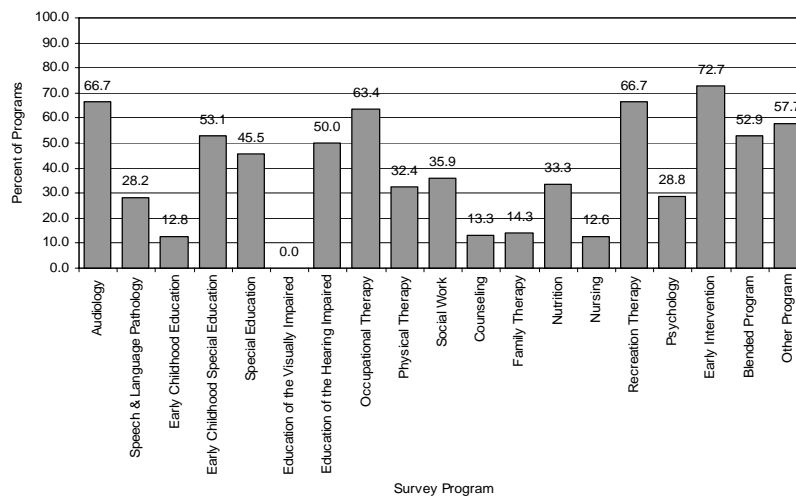
## Role: Direct Service Provider (n=727)



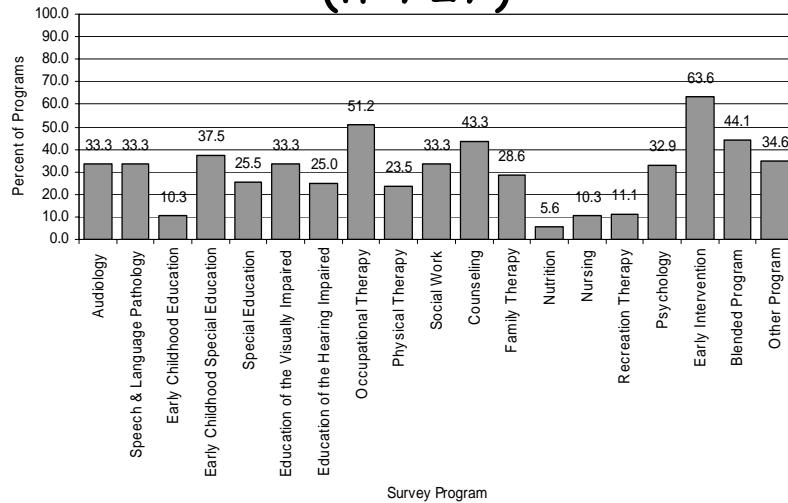
## Role: Service Coordinator (n=727)



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



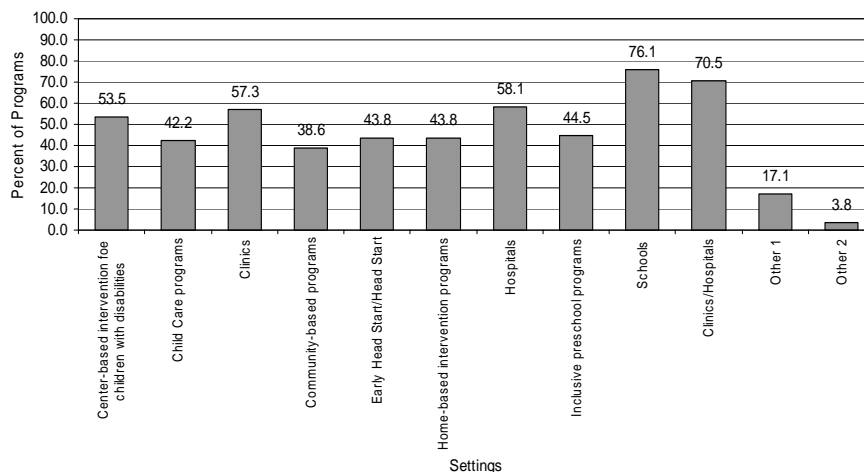
## Role: Parent Support Consultant (n=727)



## Settings for Which Programs Prepare Students (n=733)

Setting	Frequency	Percent
School	558	76.1
Hospital	426	58.1
Clinic	420	57.3
Center	392	53.5
Preschool	326	44.5
Head Start	321	43.8
Home	321	43.8
Childcare	309	42.2
Community	283	38.6
Other	125	17.1

## Program Settings for Which Students are Prepared (n=733)



## Field Experience with Children 0-5 with Special Needs (n=776)

Response	% Mandatory	% Optional
Yes	32.7	56.8
No	60.3	34.0
Not sure	2.1	3.8
Not applicable	5.0	5.4

## Field Experiences

- Total number of programs providing additional information about field experiences : 651
- Range of field experiences per program: 1-10
- Mean of field experiences per program: 3.7
- Total number of field experiences reported: 2411

## Field Experiences

(Total of 2411 experiences reported)

Field Experience Characteristics	Frequency	Percent
Required	2092	86.7
Optional	127	5.3

## Field Experiences

(Total of 2411 experiences reported)

Field Experience Characteristics	Frequency	Percent
Children with and without disabilities	1712	71.0
Only children with disabilities	442	18.3
Only children without disabilities	56	2.3

## Field Experiences

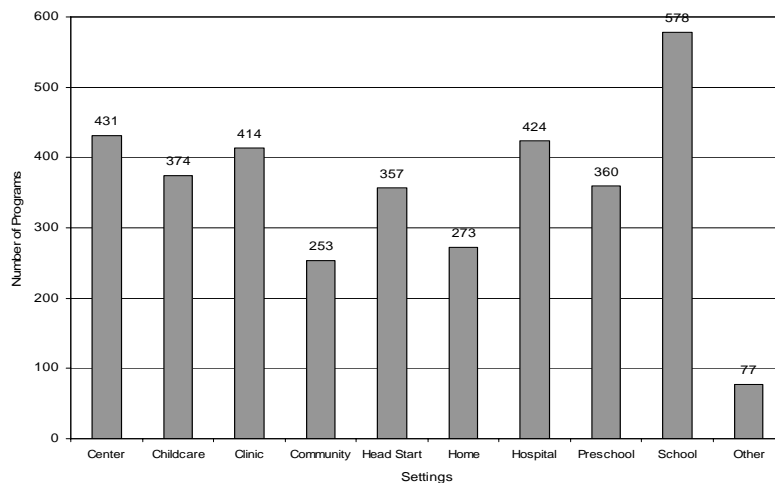
(Total of 2411 experiences reported)

Field Experience Characteristics	Frequency	Percent
0-3	1185	49.2
3-5	1469	60.9
5-21	1614	66.9
Adult	1013	42.0

## Settings for Which Field Experiences Prepare Students (n=743)

Setting	Frequency	Percent
School	578	77.8
Center	431	58.0
Hospital	424	57.1
Clinic	414	55.7
Childcare	374	50.3
Preschool	360	48.5
Head Start	357	48.0
Home	273	36.7
Community	253	34.1
Other	77	10.4

## Settings for Which Field Experiences Prepare Students (n=743)





## Parent Involvement in IHE Program (n=848)

Parent Involvement	Frequency	Percent
Do not play role	595	70.2
Play role	253	29.8

## Parent Involvement in IHE Program (n=244)

Role	Frequency	Percent
Teach courses	24	9.8
Co-teach courses	29	11.9
Supervise field experience	10	4.1
Co-supervise field experience	12	4.9
Teach 1 or 2 course sessions	77	31.6
Other	159	65.2

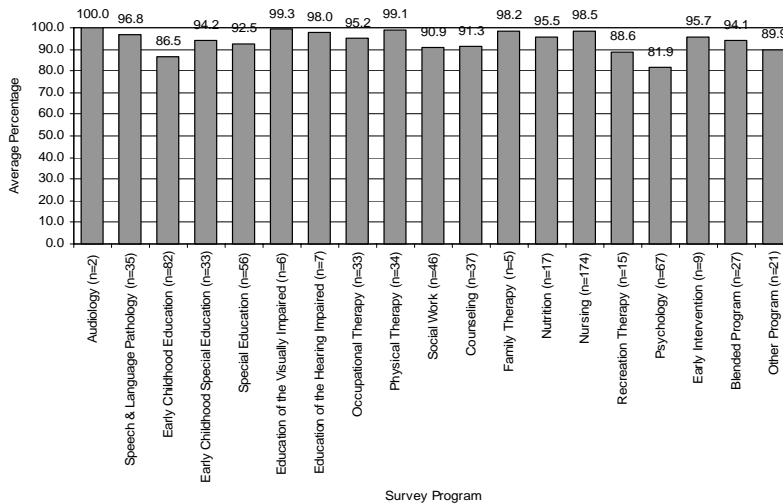
## Parent Compensation for Time in IHE Program (n=223)

Type of Compensation	Frequency	%
Not Paid, Volunteer	145	65.0
Per Diem	50	22.4
Other	36	16.1
Salary	23	10.3

## Cross-Disciplinary Collaborative Activities (n=723)

Collaboration Across Disciplines within IHE	Frequency	Percent
Yes	398	55.0
No	294	40.7
Not Sure	31	4.3

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



## Study III Supply and Demand

- Compare Study I and Study II results regarding adequate number of personnel by discipline.

## Number of States With 2 or Less Higher Education Programs by Discipline

Program	No. of States w/ No Higher Education Program	No. of States w/ 1 Higher Education Program	No. of States w/ 2 Higher Education Programs	Total
Orientation/Mobility	36	10	2	48
Recreation Therapy	18	13	5	36
Pediatricians/Other Physicians	6	19	9	34
Nutrition	7	13	13	33
Occupational Therapy	8	16	7	31
Physical Therapy	4	14	11	29
Audiology	3	9	8	20
Speech-Language Pathology	3	9	8	20
Family Therapy	0	3	6	9
Guidance Counselor	0	3	6	9

## Number of States With 2 or Less Higher Education Programs by Discipline

Program	No. of States w/ No Higher Education Program	No. of States w/ 1 Higher Education Program	No. of States w/ 2 Higher Education Programs	Total
Social Workers	0	4	4	8
Special Education	1	2	3	6
Psychologists	0	2	3	5
Nursing	0	0	0	0
Paraprofessionals	n/a	n/a	n/a	n/a
Rehab Counseling	n/a	n/a	n/a	n/a
Service Coordination	n/a	n/a	n/a	n/a

## Part C Personnel Supply

Discipline	Adequate	Shortage	Unsure
Social Worker	62.2	17.8	17.8
Service Coordinator*	53.3	33.3	6.7
Pediatrician	53.3	24.5	20.0
Nurses*	51.1	22.2	22.2
Audiologist	46.7	33.3	17.8
Special Educator*	44.4	40.0	11.1

\*1-2 Do not employ

## Part C Personnel Supply

Discipline	Adequate	Shortage	Unsure
Physical Therapist	40.0	46.7	11.1
Nutritionist	40.0	26.6	31.1
Occupational Therapist	37.8	51.1	8.9
Orientation/Mobility	35.6	31.1	31.1
Family Therapist	33.3	31.1	28.9
Speech/Language Pathologist	13.3	75.5	8.9

\*1-2 Do not employ

## 619 Personnel Supply

Discipline	Adequate	Shortage	Unsure
Audiologist*	37.5	20.9	39.6
Paraprofessional	36.2	38.3	25.5
Psychologist	31.9	38.3	29.8
Social Worker	31.9	27.6	40.4
Special Educator	29.8	59.6	10.6
Physical Therapist	29.8	49.0	21.3

\*1-3 Do not employ

## 619 Personnel Supply

Discipline	Adequate	Shortage	Unsure
Occupational Therapist	27.7	55.4	17.0
Pediatrician	27.1	16.7	52.1
Nurse*	27.1	29.2	41.7
Orientation/ Mobility	17.0	38.3	44.7
Family Therapist*	17.0	17.0	59.6
Speech/Language Pathologist	6.4	85.1	8.5

\*1-3 Do not employ

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

Programs	Frequency	Mean	SD
Overall	612	20.59	27.64
Nursing	127	8.02	14.30
Early Childhood Education	73	17.49	22.51
Psychology	63	13.32	17.74
Special Education	52	17.15	26.66
Counseling	35	5.23	6.92
Social Work	34	17.21	22.33
Speech-Language Pathology	34	35.94	21.54
Physical Therapy	32	12.38	14.46
Occupational Therapy	30	30.27	21.07
Early Childhood Special Education	30	72.37	33.90

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

Programs	Frequency	Mean	SD
Blended Program	26	46.35	37.18
Other Program	21	38.05	41.27
Recreation Therapy	14	26.14	33.75
Nutrition	13	2.46	3.12
Early Intervention	9	50.33	38.74
Education of the Hearing Impaired	6	22.00	16.72
Education of the Visually Impaired	6	10.67	8.04
Family Therapy	5	7.00	10.36
Audiology	2	12.50	17.67

## RFP Requirements

- (1) Licensing and Certification
  - 1i Motivations for change and resulting modifications in standards
  - 1ii Impacts of standards and changes on personnel
  
- (2) Preservice Personnel Preparation Program
  - 2i Admissions criteria and recruitment
  - 2ii Features of program
  - 2iii Content features of programs
  - 2iv Population of student populations in programs
  - 2v Program evaluation
  - 2vi Program completion and post-graduate activities
  
- (3) Current and Project Supply of and Demand for Personnel

## Procedures for Qualifying for a Credential (n=22)

Procedures	Frequency	Percent
Competencies	16	72.7
Course Work	10	45.5
Pre-service Preparation	9	40.9
Exams	6	27.3
Training/In-service	6	27.3
Portfolio	5	22.7
Experience	4	18.2
Observation	2	9.1
Interview Process	2	9.1
Apprenticeship	1	4.5
Endorsement	1	4.5
Other-Unspecified	1	4.5



## Procedures for Qualifying for a Credential (n=23)

Procedures	Frequency	Percent
Pre-service Preparation	16	69.6
Coursework	15	65.2
Competencies	10	43.5
Exams	10	43.5
Experience	1	4.3
Recommendations	1	4.3
Follow-up Mentoring	1	4.3

## Frequency and Percent of Programs Using Admission Criteria (n=1092)

Admission Criteria	Frequency	Percent
GPA	932	82.4
Recommendation/reference letter	618	54.6
Statement of students professional goals	497	43.9
Standardized tests scores	482	42.6
Writing sample	439	38.8
Interview with student	345	30.5
Experience related to professional program	301	26.6
Preadmission portfolio	298	26.3
Other	285	25.2
Speech/language assessment	83	7.3
Hearing screening test	24	2.1

## Frequency & Percent of Programs Using General & Targeted Recruitment Strategies

Recruitment Strategies	General (n=1101)		Targeted (n=884)	
	Frequency	%	Frequency	%
Disseminate brochures or promotional materials to prospective students	967	87.8	622	70.4
Host program website	821	74.6	468	52.9
Develop relationships with other institutions	700	63.6	454	51.4
Presentations to high school students	567	51.5	398	45.0
Develop relationships with districts or programs serving children and families	502	45.6	345	39.0

## Frequency & Percent of Programs Using General & Targeted Recruitment Strategies

Recruitment Strategies	General (n=1101)		Targeted (n=884)	
	Frequency	%	Frequency	%
Information about program in institutional-sponsored recruitment activities	919	83.5	508	57.5
Offer financial support	621	56.4	411	46.5
Exhibit posters at professional meetings	527	47.9	309	35.0
Maintain articulation agreement with 2-year programs	440	40.0	274	31.0
Other	185	16.8	124	14.0

## Frequency and Percent of Respondents by Age-Range the Program Addresses (n=1107)

Age-ranges	Frequency	Percent
Lifespan	620	56.0
0-3 years	13	1.2
3-5 years	16	1.4
5-8 years	10	0.9
0-5 years	43	3.9
0-8 years	111	10.0
0-21 years	80	7.2
3-21 years	33	3.0
5-21 years	62	5.6
Other	119	10.7

## 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	66.8
Courses are offered and listed jointly across program areas within a college or school	154	39.1
Students enrolled in the program represent different disciplines	151	38.3
Courses are team taught by instructors from different disciplines or different programs	145	36.8
Students are placed in practicum setting outside of the program's discipline area	129	32.7

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

Cross-disciplinary Features	Frequency	%
Students across disciplines complete field experiences together	125	31.7
Practicum experiences are supervised by faculty or personnel outside the disciplinary area of the program	110	27.9
The program's steering committee is comprised of individuals from multiple discipline	109	27.7
Courses are offered and listed jointly across programs across a college or school	104	26.4
Other	44	11.2

### Frequency and Percent of Programs Using Field Site Selection Criteria (n =564)

Field Site Criteria	Frequency	%
Geographic location of program	508	76.9
Licensure status of cooperating professionals	485	73.4
Demographic characteristics of students or clients served in field experiences	443	67.0
Opportunities for students to work in team settings	389	58.9
Accreditation status of program	360	54.5

### Frequency and Percent of Programs Using Field Site Selection Criteria (n =564)

Field Site Criteria	Frequency	%
Type of services provided	486	73.5
Proximity of program to the institution	453	68.5
Program philosophy	422	63.8
Opportunities for students to work with families	384	58.1
Other	97	14.7

### Mean and Standard Deviation of Students Enrolled in Programs by Ethnic Group (n=1066)

Ethnicity	Mean	SD
White	77.03	24.43
Black or African American	9.78	15.24
Hispanic or Latino	6.37	12.20
Asian or Pacific Islander	3.35	7.64
American Indian or Alaskan Native	1.24	5.07

## Mean Percent of Demographic Characteristics

Demographic Characteristic	Mean %	SD
Female (n=1075)	86.53	12.51
Permanent residence within 60 miles of institution (n=1013)	65.14	32.03
Non-traditional (24 years or older) (n=1047)	44.44	33.00
Part time (n=1004)	26.46	31.25
Possess emergency credential to teach/practice (n=868)	6.86	18.35
Registered as having a disability (n=959)	4.97	8.28
Non-resident (n=661)	2.28	5.15

## Frequency and Percent of Programs by Evaluation Method (n =723)

Methods	Frequency	%
Performance-based assessment during program	649	89.8
Results from licensure exams	525	72.6
Results of employer surveys	505	69.8
Judgments from community constituents	488	67.5
Portfolio evaluation	375	51.9

## Frequency and Percent of Programs by Evaluation Method (n =723)

Methods	Frequency	%
Supervisor evaluation during field experience	561	77.6
Student completion of exit requirements	511	70.7
Structured follow-up interviews or questionnaires with graduates	444	61.4
State reports of graduates' induction year	104	14.4
Other	71	9.8

## Next Steps: IDEA Reauthorization

- Personnel Standards
- Birth through Six
- CAPTA

## National/State/Organizational Credential

- Question
  - What are the differences between current state B-3 credentials on process, outcomes and cost?
- Method
  - Comparative case studies

## National/State/Organizational Credential

- Question
  - Does a credential impact practitioner competence and child/family outcomes?
- Method
  - Surveys
  - Group comparison between those who are credentialed and those who have not met credential criteria on variables of attitude, knowledge, skills and outcomes



## National/State/Organizational Credential

- Question
  - Does a credential for service coordinators affect the quality of the coordination process and result in positive family outcomes?
- Method
  - Experimental comparison of those who receive training on an outcome based service coordination credential and those who provide service coordination without such a credential

## Leadership Training at the Higher Education Level

- Question
  - What is the content, method, faculty background and outcome of Doctoral Leadership Programs that focus on specialization with children under 5 and those with a less specialized focus?
- Method
  - Comparative case studies

## Practitioner Training and Support at the Inservice Level

- Question
  - What are the perceptions of EI/ECSE practitioners (across disciplines) on their preparation in evidence based practice in EI/ECSE, their definition of competence, their perception of their own competence in current intervention practices and their training preferences?
- Method
  - National surveys
  - Focus groups

## Practitioner Training and Support at the Inservice Level

- Question
  - Are there state inservice and TA systems in EI/ECSE that use evidence based standards for training, and subsequently impact child/family outcomes?
- Method
  - Comparative case studies

## Practitioner Training and Support at the Inservice Level

- Question
  - What is the impact on child/family outcomes on different evidence based inservice delivery mechanism?
- Method
  - Experimental intervention study

## Contact Information

- Mary Beth Bruder
  - 860-679-1500
  - [bruder@nso1.uchc.edu](mailto:bruder@nso1.uchc.edu)
- Vicki Stayton
  - 270-745-3450
  - [vicki.stayton@wku.edu](mailto:vicki.stayton@wku.edu)
- Sara Wakai
  - 860-679-1514
  - [swakai@uchc.edu](mailto:swakai@uchc.edu)
- Center Information
  - <http://www.uconnucedd.org/>
- Data Reports
  - <http://www.uconnucedd.org/Projects/PersonnelPrep/>