The Division for Early Childhood is proud to present....

The Role of Special Instruction in Early Intervention

Mary Beth Bruder, PhD
Professor, University of Connecticut

Pam Thomas
Part C Coordinator, Missouri

Amy Cocorikis
Early Intervention Special Instructor &
Training and Technical Assistance Provider, Illinois

Who's Here?

- Facilitators
  - **Bonnie Keilty**, EI SIG Board Liaison
  - **Susan Connor**, EI SIG Chair
- Presenters
  - **Mary Beth Bruder**, University of Connecticut
  - **Pam Thomas**, Missouri Early Intervention Services
  - **Amy Cocorikis**, Illinois Early Intervention Training Center
- Participants
  - Many!

DEC's Early Intervention SIG

- Brand new!
- Suitable for all DEC members -- practitioners, administrators, researchers, family members, and anyone else
- Explore what makes our early intervention systems work and how we can work together to improve outcomes for young children and their families
- An emergent community and its activities

Early Intervention Special Interest Group—let's take a look!

http://www.dec-sped.org/
About_DEC/Special Interest Groups/
Early Intervention

- Discussion Forum
- Resources
- Topics of Interest

www.dec-sped.org

- Support
- Links
- Upcoming Events

The Role of Special Instruction in Early Intervention

- Purpose: To begin to define the optimal role of special instruction (SI) in early intervention practice
- What does SI bring to:
  - EI, in general?
  - An EI team, specifically?
- What are considerations to determining:
  - Whether SI is a member of the IFSP team?
  - What role SI takes on a particular IFSP team?
- What is not known?
- What are next steps in clarifying the SI role?

Agenda

- Conceptual, national, and historical perspective
  Mary Beth Bruder
- State perspective
  Pam Thomas
- Provider perspective
  Amy Cocorikis
- Open "discussion"

Please contribute any questions or comments via the chat function throughout the webinar!

A National Perspectives on Special Instruction

Mary Beth Bruder

University of Connecticut

"So, how come I get "adapted leisure skill / gross and fine motor skill therapy" and you get to just "play"?

Roots of Early Childhood Intervention

Early Childhood Education

Special Education

Maternal and Child Health

History of Legislation in Early Intervention

1965 Elementary and Secondary Education Act: Initiated Head Start.

1968 Handicapped Children's Early Education Program: Funded model preschool programs.

1972 Economic Opportunity Act; Required at least 10% of children with disabilities in Head Start.

1976 PL 94-142 -The Education of All Handicapped Children Act: FAPE for children 6-18.

1986 PL 99-457-Amendments to EHA: FAPE for eligible preschool children; state plan grants for birth to 3 systems.

Individuals with Disabilities Education Improvement Act (IDEA)

2004

IDEA-PART C; Sec. 631 FINDINGS AND POLICY

(a) Findings.--Congress finds that there is an urgent and substantial need–

(1) to enhance the development of infants and toddlers with disabilities, to minimize their potential for developmental delay, and to recognize the significant brain development that occurs during a child's first 3 years of life;

(2) to reduce the educational costs to our society, including our Nation's schools, by minimizing the need for special education and related services after infants and toddlers with disabilities reach school age;

(3) to maximize the potential for individuals with disabilities to live independently in society;

(4) to enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities; and

(5) to enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of all children, particularly minority, low-income, inner city, and rural children, and infants and toddlers in foster care.

Early Intervention Services may include…

- Family training, counseling and home visits
- Special instruction
- Speech-language pathology and audiology services, and sign language and cued language services
- Occupational therapy
- Physical therapy
- Psychological services
- Service coordination services
- Medical services only for diagnostic or evaluation purposes
- Early identification, screening, and assessment services
- Health services necessary to enable the child to benefit from other early intervention services
- Social work services
- Vision services
- Assistive technology devices and assistive technology services
- Transportation and related costs that are necessary to receive services

Qualified Personnel who provide early intervention services include …

- Special educators
- Speech-language pathologists and audiologists
- Occupational therapists
- Physical therapists
- Psychologists
- Social workers
- Nurses
- Registered dietitians
- Family therapists
- Vision specialists, including ophthalmologists and optometrists
- Orientation and mobility specialists
- Pediatricians and other physicians

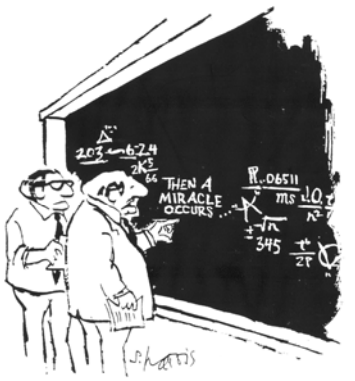
General Role of Service Providers

To the extent appropriate, service providers in each area of early intervention services included in paragraph (d) of this section are responsible for:

- Consulting with parents, other service providers, and representatives of appropriate community agencies to ensure the effective provision of services in that area;
- Training parents and others regarding the provision of those services; and
- Participating in the multidisciplinary team's assessment of a child and the child's family, and in the development of integrated goals and outcomes for the individualized family service plan.

What Is A Team?

A group of people who are working together and share a common philosophy and common goal.



"I think you should be more explicit here in step two."

A paradigm is a set of rules and regulations that:

- define boundaries
- tell us what to do to be successful within those boundaries

"Gramps, why do you always wear your cap backwards?"

"The way we see the problem may be the problem"

Paradigms to Change:

Discipline does not equal Role

Role does equal Discipline

Neither Discipline nor Role equal Competence

What is Special Education/Instruction?

- History
- Preparation
- Competencies
- Unique contribution

Special Instruction=Special Education

- Compromise language in 1986
- Instruction is not a discipline
- No preservice degree programs in special instruction
- IDEA is an educational law

Conceptualizer

Synthesizer

Instructor

Evaluator

Listener

Bricker, 1976

Roles of the Infant Early Intervention Specialist

- Facilitator/Consultant
- Infant Specialist
- Parent Educator
- Team Collaborator
- Program Developer and Advocate

Geik, Gilkerson & Sponsetter, 1982

Common Infancy Core

1. Child-related competencies (cognitive, social, and affective development; skills in developmental assessment; design of learning environments; strategies to promote engagement and interaction; skills in data collection and evaluation)
2. Family-related competencies (strategies for including family members as partners in planning and implementing intervention, strategies for promoting interaction between parent and child)
3. Team-related competencies (skill in integrating the knowledge and recommendations of multiple disciplines into the child's and family's daily routines)
4. Agency-related competencies (knowledge of community resources, developing blended service plans)

Thorp & McCollum, 1988

Breakdown of Early Intervention Competencies

Assessment
Family Involvement
Program Implementation
Teaming
Program Administration
Program Planning
Typical Development
Atypical Development
Evaluation of Program Effectiveness
Case Management
Medical Management
Other

Bruder & McLean, 1988

To ensure that environments for handicapped infants and preschoolers facilitate children's development of social, motor, communication, self-help, cognitive, and behavioral skills, and enhance children's self-concept, sense of competence and control, and independence.

Bailey, Palsha, & Huntington, 1990

Roles

1. Conducting screening and child-find programs
2. Assessing children's developmental competence
3. Planning and providing developmental intervention/services
4. Coordinating interdisciplinary services
5. Integrating and implementing interdisciplinary team recommendations
6. Assessing family needs and strengths
7. Planning and implementing family support services or training
8. Coordinating services from multiple agencies
9. Evaluating program implementation and effectiveness of overall services for young children and their families
10. Advocating for children and families
11. Consulting with other professionals, families, and other caregivers
12. Working effectively as a team member

Bailey, Palsha, & Huntington, 1990

Training Content

- Normal infant development
- Atypical infant development
- Infant assessment
- Infant intervention
- Models of families
- Family assessment
- Family services
- Communicating with families
- Interdisciplinary team process
- Case management
- Professional values
- Professional ethics

Bailey, Palsha, & Huntington, 1990

Early Childhood Special Education/Early Intervention (birth to age 8)
Professional Standards with CEC Common Core
October 2008

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration

http://www.dec-sped.org/About_DEC/Position_Statements_and_Concept_Papers/Personnel_Standards

Unique Competencies of ECSPED

- Early Childhood Pedagogy
- Instructional Methodology and Formative Evaluation
- Environmental/Peer Mediated Instruction
- Integration across Learning Domains for Planning/Intervention/Evaluation
- Functional Assessment and Intervention Planning
- Collaborative Consultation
- Adult Learning Strategies

Current Issues in ECSPED:

- Definition of role varies by state and locality and tradition;
- EI is driven by reimbursement models;
- Few preservice training programs specialize in EI;
- State inservice training options are decreasing, and are not using EBP;
- Reflective and on-going supervision is decreasing, as is evaluation of practice.

Personnel Preparation Content:

- Family Centered
- IFSP
- Teaming
- Natural Environments
- Service Coordination

Bruder & Dunst, 2010

Competence and Confidence

Procedural Practices

Family centered
Teaming and Collaboration
Assessment and evaluation

Intervention Practices

IFSP's
Instructional Practices
Natural Environments/Inclusion

Bruder, Dunst, & Mogro-Wilson, in press

The three OSEP functional child outcomes:

- Children have positive social-emotional skills (including social relationships).
- Children acquire and use knowledge and skills (including early language/communication [and early literacy]).
- Children use appropriate behaviors to meet their needs.

Take Home Message:

Intervention should be focused on function, not services, nor disciplines.

(But I will always be an early childhood special educator)

We see things not as they are

but

As we are

The Use of Special Instruction in Missouri

Pam Thomas
Coordinator of Missouri First Steps Early Intervention Program

Special Instruction (SI) in MO: *Where we started*

- **2001 –** Provider role of SI created, qualifications aligned with PK-8 teacher certification; service rate was less than licensed therapists
- **2002 –** Online database of providers created (Matrix)
- **2007 –** Service rate increased to be comparable to licensed therapists
- **2009 –** Qualifications changed to align more with Service Coordinator and less with teacher certificatior

Promoting the use of SI: *Where we are now*

- **Success with Special Instruction:**
  - utilizing a provider with a range of experiences, a holistic approach to child development and strengths-based model for family functioning
- **Challenge with Special Instruction:**
  - viewing the role of the Special Instructor with the same relevance/ importance as licensed therapists

The use of SI in teaming: *Where we are going*

- Each **EI Team** has four required disciplines (OT, PT, SLP, SI) and at least one Service Coordinator
- All **team members** must be capable of taking on the role of evaluator, primary and/or supporting provider
- The **primary provider** is chosen with a variety of considerations
- **Special Instructors** have a range of experience/ expertise/training that allows for specialty areas such as social-emotional, behavior, cognition/learning; also allows for dual-enrollment

Role of the Special Instructor

Practitioner and Training/TA Perspective
Amy Cocorikis

Role of Person Providing Special Instruction

- Title
- Turf
- Teaming
- Training and Technical Assistance

Title

It's not all in a name is it?

Title

- Title – Identity – Role
- Through the eyes of a family…
- Through the eyes of other members of the parent professional partnership…

Turf

Clown-sized feet in a room full of toes!

Turf

- Role confusion – misinformed, under - informed and under – supported
- Climate of distrust – defend and attack
- Us vs. Them – where does this leave families?

Teaming

Hey, whose side are we on anyway?

Teaming

- Retreat to your corners !
- System supports!
- If you train it, will they team?

Training/Technical Assistance

The gap between "know how" and know how to do!

Training/Technical Assistance

- Educational Background
- Professional Development
- Leap of Faith -System Structure and Supports
- Professional "Home"

Thank You for Participating!

For more information: contact DEC at www.dec-sped.org or 406-543-0872 or dec@dec-sped.org