#### USER GUIDE

# Applying Cross-Disciplinary Early Childhood Practice

Promoting Learning and Teaming



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#### INTRODUCTION

After a thorough search, analysis, and crosswalk of resources from seven early childhood professional organizations, four cross-disciplinary early childhood competences were identified and endorsed as core best practices.

National organizational representatives worked in teams to develop case scenarios highlighting the four cross-disciplinary early childhood competencies.

This user guide was developed in response to service provider feedback after the case studies were shared at several national early childhood conferences.

The purpose of this guide is for the reader to enhance one's early childhood knowledge and practices through the application of the identified core cross-disciplinary competencies. The intended users of the guide include educators, practitioners, students, and families. It can be used for state and local in-service trainings, professional development, and higher education.





These case studies illustrate the cross-disciplinary competencies for use by Higher Education faculty and Professional development staff. It can be used for state and local in-service trainings, professional development, and higher education.

<u>Case Study Maria - Professionalism</u>

Case Study Aiden - Coordination Collaboration

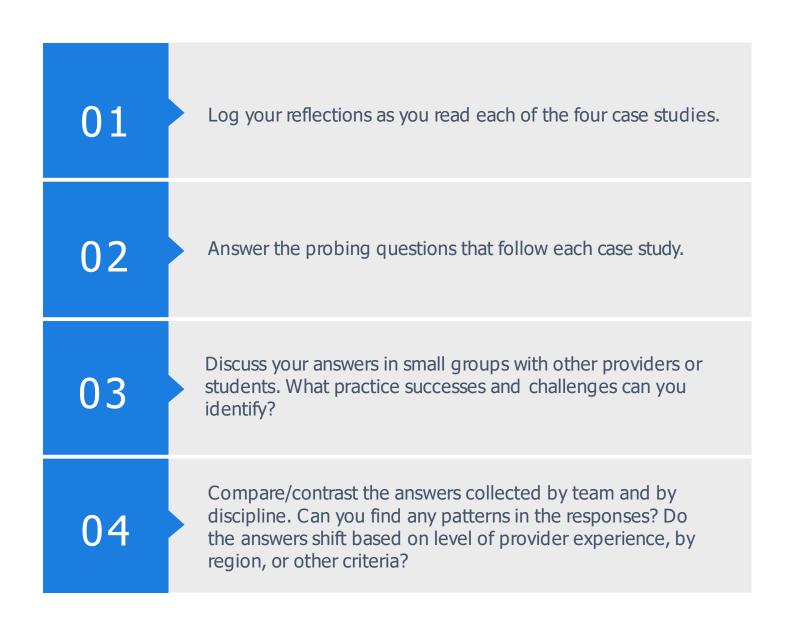
Case Study Antonia - Family Centered Practice

<u>Case Study Robert - Evidence Based Intervention</u>

MODULE ONE

# Exploring the Four Cross-Disciplinary Competency Areas

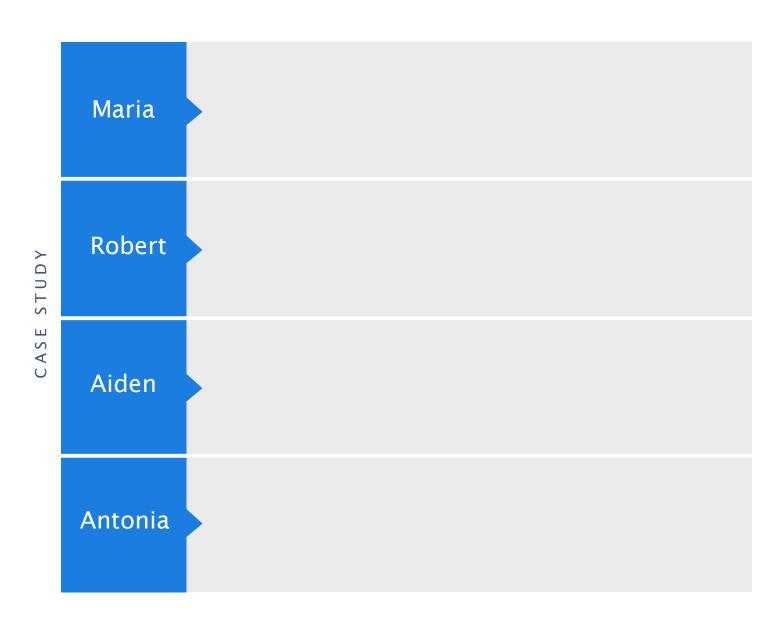
### Exploring the Four Cross-Disciplinary Competency Areas



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CROSS-DISCIPLINARY EARLY CHILDHOOD PRACTICE

Log your reflections



MODULE TWO

### Exploring the Case Studies for Deeper Context and Meaning

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### Exploring the Case Studies for Deeper Context and Meaning

#### CROSS-DISCIPLINARY EARLY CHILDHOOD PRACTICE

Do you believe that the case studies present an accurate portrayal of current team practices—why or why not? Compare/contrast the answers collected by team and by discipline. Can you find any patterns in the responses? Do the answers change based on level of provider experience, by region, or other criteria?

Patterns	Comments
	Patterns  Ly Childhood Parsonnal Contor (F

MODULE THREE

# Reflecting from Multiple Perspectives

### Reflecting from Multiple Perspectives

01	On a scale of 1-5, rate your baseline knowledge of the roles and responsibilities of the various team members. (i.e., OT, PT, SLP, Family, and Educators). You should rate each team member separately.
02	Read the case studies from each team member's specific point of view.
03	Explore the <u>websites</u> of each of the seven National Professional Organizations engaged in the cross-disciplinary competency work.
04	Read the article published in the Infants and Young Children journal written by representatives of each of the National Professional Organizations. Link to article
05	Conduct a five-minute interview with one stakeholder outside of your own profession. Include this question in your interview, "What distinct value does your profession/role bring to the early childhood team?"
06	Revisit each of the four case studies by listing actions conducted by the various team members. How do these actions reflect the roles and responsibilities listed in the articles and discussed during the interview?
07	Compare your answers with others in small groups or teams. Compare/contrast the answers collected by team and by discipline. Can you find any patterns in the responses? Do the answers shift, based on level of provider experience, by region, or other criteria?
08	On a scale of 1-5, rank your knowledge of the roles and responsibilities of the various team members for a second time. Has the score changed—why or why not?

### Reflecting from Multiple Perspectives

CROSS-DISCIPLINARY EARLY CHILDHOOD PRACTICE Interview

MODULE FOUR

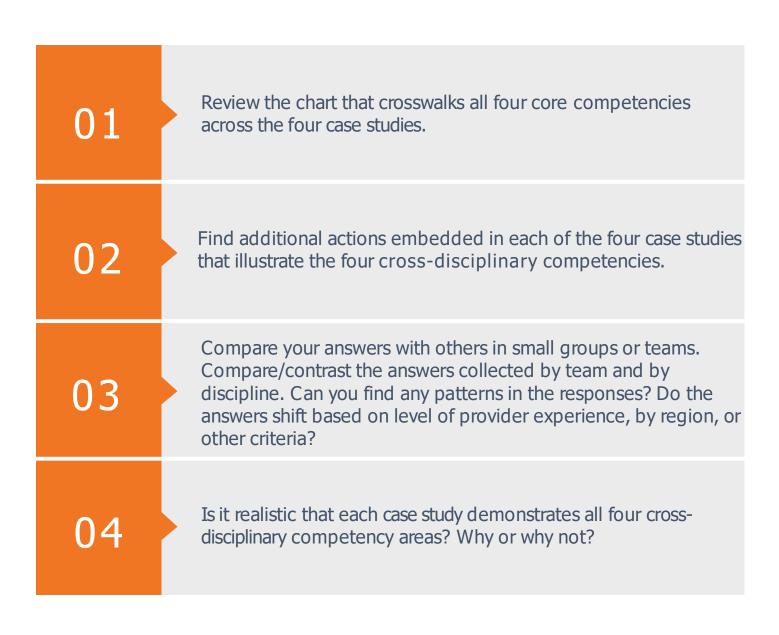
### Crosswalking Each Case Study and Competency Area

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CROSS-DISCIPLINARY EARLY CHILDHOOD PRACTICE

	Family Centered	Evidence-Based Intervention	Coordination & Collaboration	Professionalism		
Maria	Family sociocultural needs are explored	Ongoing data collection and progress monitoring are used to assess performance	Reflection and problem solving are conducted during team meetings	Professional development is offered to build team knowledge and understanding.		
Robert	The IFSP goals reflect family desires and priorities	A baseline of the family's strengths and concerns includes interviews and validated, standardized assessments.	Together, the team discusses and agrees on a service plan	The team responds quickly to meet the family's changing priorities.		
Aiden	Meetings are held at a location convenient for the caregiver to best meet the needs.	In accordance with policy and best practice, transition timeline is identified as a key area to be addressed.	The team meets regularly with different disciplines and coordinates with agencies.	The team responds respectfully to conversations that present different points of view.		
Antonia	Services are offered in a variety of environments to accommodate the specific preferences of the caregiver.	There can be investigation of the research and practice associated with a specific condition such as cerebral palsy	A chart is developed to coordinate family priorities, interventions, and outcomes	A trusting relationship develops between provider(s) and caregiver.		

# Crosswalking Each Case Study and Cross-Disciplinary Competency Area



MODULE FIVE

### Building Leadership

#### Building Leadership



### **Building Leadership**

#### CROSS-DISCIPLINARY EARLY CHILDHOOD PRACTICE

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		Family Centered	Evidence-Based Intervention	Coordination & Collaboration	Professionalism
	IFSP Team Actions				
CASE STUDY	Your Individual Actions				
	A Family Story				

#### CONCLUSION

Individuals providing services in early childhood require the knowledge to demonstrate professional and ethical behavior; collaborate with families, caregivers, and team members; be family centered; and implement evidence-based interventions. This guide is a resource to enhance one's early childhood knowledge and practices through the application of the identified core cross-disciplinary competencies. These areas contribute to the implementation of a cross-disciplinary model of intervention for all infants, children, and families.

ECPC provides numerous resources and materials relating to the cross-disciplinary competency areas and continuing professional development activities. The ECPC will continue to create guides and exemplars of practice surrounding the core cross-disciplinary competencies.

#### Resources:

Cross-Disciplinary Competencies

ECPC Cross-Disciplinary Competency Areas and Indicators Table

Finding a Common Lens: Competencies Across Professional Disciplines Providing Early Childhood Intervention

The Development of Core Cross Disciplinary Early Childhood Competency Areas

Professional Organizations:

American Occupational Therapy Association (AOTA)

American Physical Therapy Association (APTA)

American Speech-Language-Hearing Association (ASHA)

Council of Exceptional Children (CEC)

Division for Early Childhood (DEC)

National Association for the Education of Young Children (NAEYC)

ZERO TO THREE

Early Childhood Personnel Center (ECPC)

The contents of this product were developed under a cooperative agreement # H325B170008 from the US Department of Education. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officers, Tracie Dickson and Christy Kavulic.