DEFINING CORE COMPETENCIES: A THREE YEAR INVESTIGATION

EHDI Conference 2011
Marilyn Sass-Lehrer, Arlene Stredler Brown, Mary Pat Moeller, Karen Clark & Nicole Hutchinson
Describe the Development of Core Competencies
Review of Core Competencies
Discuss Potential Applications of Core Competencies
Consider Next Steps
Needs Assessment Conducted in 2008

- Need for Training EI Specialists
  - Strong Agreement on Need to:
    - Identify Core Competencies
    - Identify Specialized Subset of Competencies
    - Describe Highly Qualified
    - Assess and Train
  - Lack of Consensus on Who, What, When
Review of Best Practice Documents (2009)

1. CENTe-R Competencies (UNC- Greensboro)
2. ASHA-CED Technical Report
3. ASHA Core Knowledge and Skills for SLPs
4. NAD Position Statement
5. CEASD Position Statement
6. AGBell Core Competencies (LSLS Certificate Program)
7. Consensus Report (Marge & Marge, 2005)
8. JCIH 2007 Position Statement
Core Knowledge and Skills

1. Screening, Assessment and Evaluation
2. Infant and Toddler Development
3. Language Acquisition and Communication Development
4. Technology: Auditory, Visual and Tactile
5. Family-Centered Practice
   Socially, Culturally & Linguistically Responsive Practice
6. Planning and Implementing Service
7. Collaboration and Interdisciplinary Practice
8. Professional and Ethical Behavior
   Stredler Brown, Moeller & Sass-Lehrer (2009)
Summary of 2009 Document Review

High levels of agreement on many competencies
Discovered some unique competencies
More focus on KNOWLEDGE than SKILLS
Identified Gaps:
- Family systems and skills for building partnerships
- Infancy related theories (attachment, multimodal learning)
- Evidence-based practice skills
Web-based Review
- Reviewed all State Websites
- Information from 40 States & DC

Purpose
- Does state have EI Credential?
- Does state have EI Credential for D/HH?

Information varied by state

General Requirements by Professional Background
Purpose:
- State requirements for Service Providers
  Deaf/HH Birth to 3

Format:
- Google Survey
- 10 Questions (sub questions)
Internet Survey of States 2010

Participants
- State Part C and EHDI Coordinators
- University Teacher Preparation Programs
- Request to refer to those “who know”
- All 50 states plus District of Columbia
- 205 surveys sent
71 Respondents

45 States + DC (AL, DE, HI, MS, OR)
Best Practice Guidelines

Certification, License, Endorsement, Credential
- Who is Eligible?
- Required for Whom?
- When: Before or After Employment?

Is a Professional License (e.g., SLP, Deaf Ed) required for certification?
State Survey Areas (cont.)

- Which Competency Areas are Required?
  - When? Before or After?
  - How Demonstrated?
    - Portfolio, Pre-service transcript, State/National Exam, Interview, Direct observation, Other.

- Is Supervised Field Experience Required?
Where are the Gaps?

- Language Acquisition
- Family-Centered Practices
- Planning and Implementing Services
- Collaboration and Interdisciplinary Practices
- Professional Behaviors/Ethics
- Technology: Auditory/Visual/Tactile
- Social, Cultural, Linguistic Diversity
What We Want

- A Set of Core Competencies
- A Tool to Assess Competence
- A Systematic Approach to Training
- Standards for Practice
Small Group Activity
Review of Core Competencies

For each competency area:

- Do the listed items reflect core knowledge and skills needed by providers in your program, area, agency, district?
- Comments/Reactions to this competency area and the respective knowledge and skills
- What might be missing?
- How might this document be used?
Could this document be used to improve preparation/professional development of providers?
- Self-assessment for professional development?
- Guidelines for professional development?
- Standards for Certification?
- Other?
Self Assessment Tools


# As Self-Assessment

<table>
<thead>
<tr>
<th>Knowledge or Skill: Family-Centered Practice</th>
<th>How Important is this to Your Work?</th>
<th>How Confident are You in this Area?</th>
<th>Rate Your Need for Professional Development</th>
<th>Select Top 5 for your own professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand family systems &amp; family dynamics</td>
<td>Rate 1 - 5</td>
<td>Rate 1 - 5</td>
<td>Rate 1 - 5</td>
<td>Prioritize Top 5</td>
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<tr>
<td>Demonstrate appropriate and effective active listening</td>
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As Self-Assessment

<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>CHALLENGES TO OVERCOME</th>
</tr>
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<table>
<thead>
<tr>
<th>Knowledge and Skill Area: Family-Centered Practice</th>
<th>Student Learning Outcome</th>
<th>Learning Strategies</th>
<th>Assessment of Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand family systems and family dynamics</td>
<td>Describe family supports and resources using family system’s theory</td>
<td>Presentation on Family Systems and Family Dynamics; Family Studies</td>
<td>Beginning with a family study use family system’s theory to describe family supports and resources</td>
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<tr>
<td>BENEFITS</td>
<td>CHALLENGES TO OVERCOME</td>
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As Guidelines for Professional Development
As Standards for Practice

- Existing models for practice standards
  - LSLS (Listening and Spoken Language Specialization)
    - Outlines core competencies for specialization credential
  - ASHA Practice Policy Statements
    - Developed by knowledgeable committees
    - Undergo extensive & ongoing peer review
    - Available on line to guide practice

- How might existing models apply to this project? Are there other models to consider?
Next Steps