

Building Workforce Capacity to Meaningfully Include Children with Special Needs in Child Care

CCEEPRC Breakout Session B2

April 17, 2019





Agenda



Presentations



Discussion



Presentations



Speakers

- Lynn Barts, Early Intervention Training Program at the University of Illinois
- Beth Rous, University of Kentucky; Herman T. Knopf, University of Florida; Rena Hallam & Martha Buell, University of Delaware
- Bentley Ponder, Georgia Department of Early Care and Learning
- Jenna M. Weglarz-Ward, University of Nevada, Las Vegas, Facilitator/Discussant

Early Intervention Training Program at the University of Illinois

Supporting Quality Care for Young Children with
Special Needs Through Collaboration and
Professional Development

Lynn Barts

CCEEPRC Meeting

April 17 & 18, 2019

Mission

EITP works to *enhance the knowledge and skills of service coordinators, early interventionists, and other stakeholders* through professional development opportunities that are reflective of the key features of high quality professional development.

EITP *designs and delivers professional development activities* to strengthen and sustain Illinois' early intervention workforce to provide meaningful outcomes for the children and families they serve.

The [Principles of Early Intervention](#) are the foundation for all EITP activities including the objectives and strategies that the EITP strives to achieve.

EITP Deliverables

Under Part C of the Individuals with Disabilities Education Act, a **Comprehensive System of Personnel Development (CSPD)** is required. The Illinois Department of Human Services, Division of Family and Community Support established EITP with the goal of improving the quality of services offered to infants and toddlers in the EI system through an effective network of EI providers. Training is aimed at ensuring each provider has an understanding of:

- Basic components of the EI Services System
- Early intervention principles
- Evidence-based practices in evaluation, assessment and family-centered intervention

EITP Deliverables

Systems Training

- Systems Overview
- Parent Liaison
- Service Coordination
- Interpreter/Translator Systems Overview

Pediatric-Specific Learning Opportunities

- Linked series (institutes)
- Online F2F, or blended opportunities

CFC Conferences

Transition Training

AT Evaluator Training

Coordinated Training Support

Public Awareness Efforts

- Newsletter
- Website

Needs Assessment

Collaboration

Credit & Video Credit Requests

Bilingual Interpreter/Translator Testing

Outcomes Support

Ombudsman

Work Group Participation





We collaborate with countless Illinois partners as well as more than 25 different states through various projects over the course of the year.



EITP by the Numbers





550 - 700

We welcome between **early interventionists** to the field through our **Systems Overview** offerings each year!

150 - 200

Each year, EITP offers **pediatric-specific offerings** in varied formats and on a range of topics related to supporting young children birth-3 and their families.

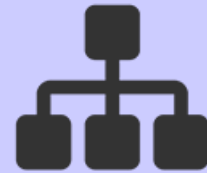


Online

Live or Asynchronous



Face-to-Face



Blended

Each year, approximately **200-400**

early interventionists participate in **EITP linked series events** and

1500+ participate in **other face-to-face events**.





Early Intervention & Child Care

I ILLINOIS





Natural Partners PD Event

- Full day, face to face event
- Shared Time
- Learn & Teach
- Practical Strategies
- Barriers & Ideas
- Resources & Lifelines

Eligibility Informant		
Family	Childcare	EI
concerns	concerns	assessments
background information	childcare history	referrals
birth history	worker/parent relationships	eligibility
RBI	social/emotional/behavioral	education & reassessment
Social history summary	Participation & routines	community resources
family dynamics/perspectives	consistency in home & in care	Spot areas of need
parent views	Make referral	Reviewing progress (re-eligibility)
developmental history		building trusting relationships
← expectations →		explaining EI "rules"/roles
Advocating for their child		answering?
Medical information		
provide example of what intervention looks like to implement		

The Numbers

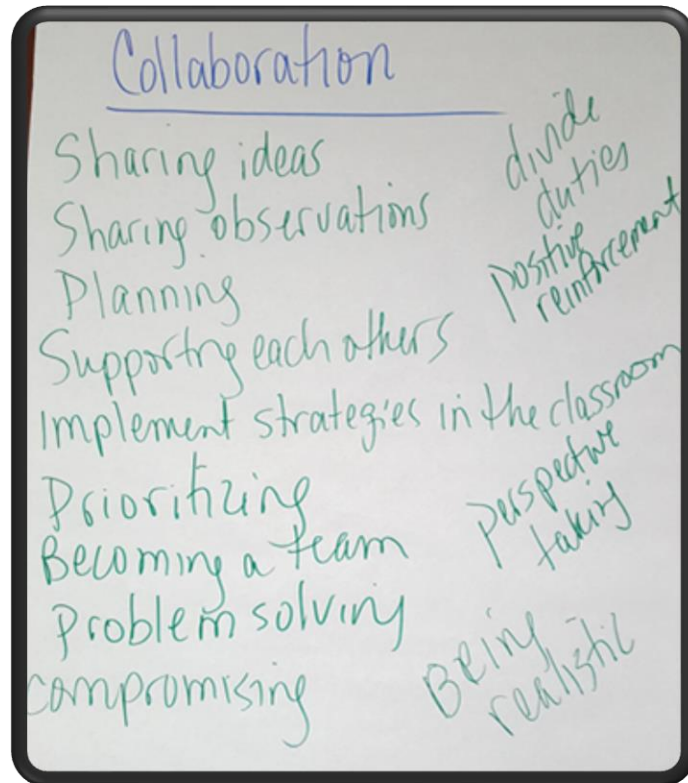
Since 2016, approximately **297**
early childhood professionals have participated in **Natural Partners**.

48 of those professionals were **Child Care Providers or Educators**.

The Numbers



Lessons Learned



Collaboration is KEY

Information has to be
READILY AVAILABLE

BUY IN starts at the top

Time & Turnover are
SIGNIFICANT BARRIERS to
collaboration

Early Intervention & Child Care Video

Child Care and EI: Natural Partners in Natural Environments Video with supplemental materials



A Guide to Early Intervention Services in Illinois

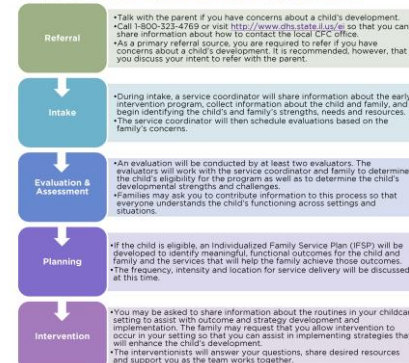
COLLEGE OF EDUCATION AT ILLINOIS. Developed by the Early Intervention Training Program at the University of Illinois, 2015.

[http://go.illinois.edu/
ElandChildCare](http://go.illinois.edu/ElandChildCare)



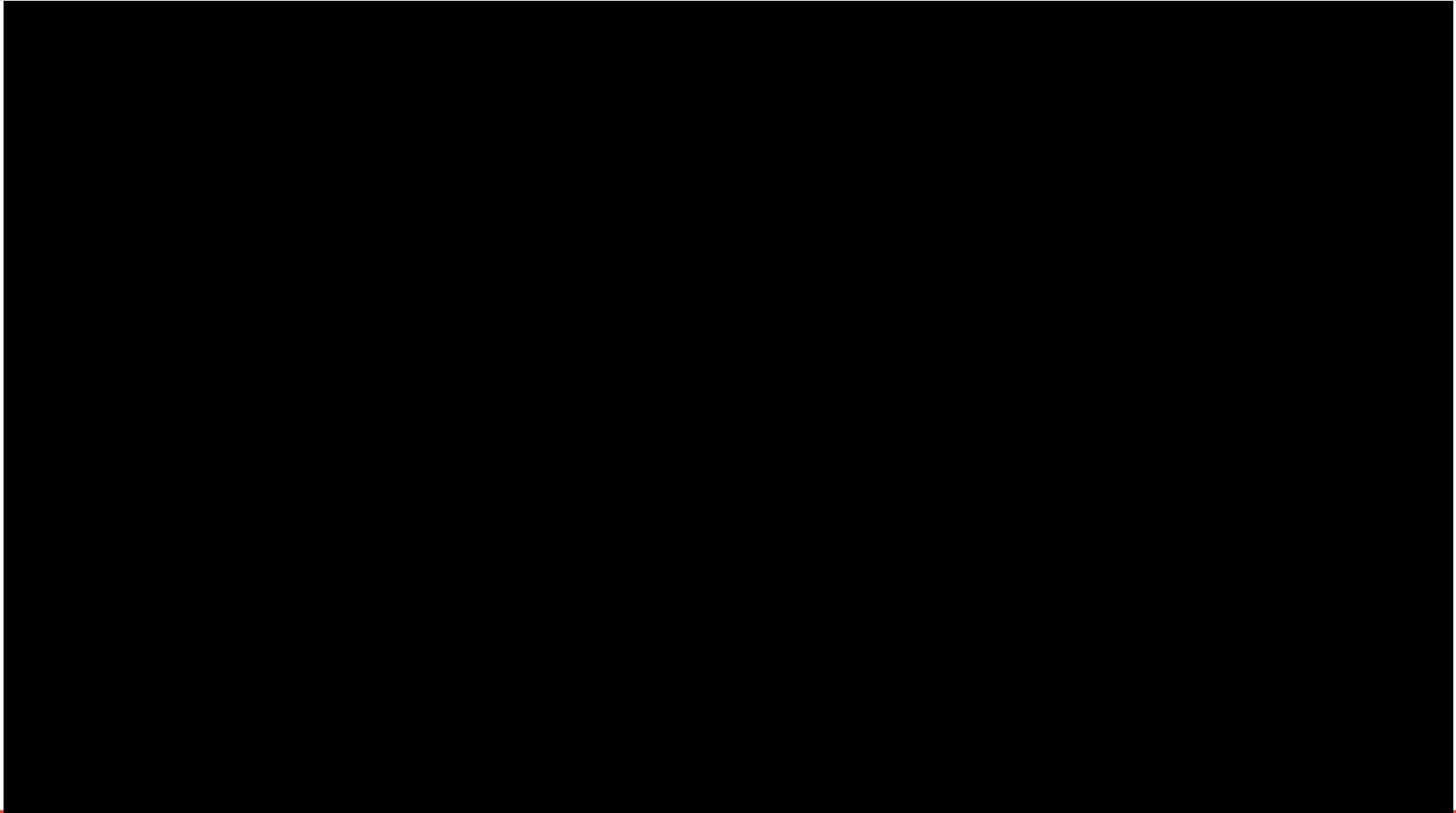
What is Early Intervention?

The Illinois Department of Human Services (DHS) Bureau of Early Intervention (EI) serves infants and toddlers from birth to 36 months who have developmental delays or disabilities or who are at risk for developmental delays. EI is voluntary for families, and builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through every day learning opportunities. You are an important member of the team that cares about the child!



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Supporting a Family in Early Intervention Video Clip



Promoting Early Intervention & Child Care Collaboration

- Annual Empowering Professionals Conference
- Annual Early Childhood Today Conference
- Spring into Action State Conference
- Annual Child & Family Connections Conferences for Service Coordinators
 - North (300 staff)
 - South (100 staff)
- Bi-Annual Sharing a Vision Conference (Division of Early Childhood State Chapter)
- Inclusive Classroom Profile (EITP and EC LRE)
- IL Gateways Approval (QRIS)
- IL Association for the Education of Young Children conference
- International Division of Early Childhood Conference
- Illinois Pyramid Master Cadre

Future Goals

- Build partnerships
- Support participation
- Expand offerings
- Collect data
- Learn more

Questions/Discussion



*Thank you for supporting the
children and families of Illinois!*

Let's Keep in Touch!

Visit our Website
eitp.education.illinois.edu

Follow us on Twitter
@EITPIllinois

Follow us on Facebook
www.facebook.com/EITPIllinois



Early Intervention Training Program at the
University of Illinois

The Children's Research Center

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Champaign, IL 61820

Alignment of QRIS Standards and DEC Recommended Practices in Three States

Beth Rous, University of Kentucky

Herman T. Knopf, University of Florida

Rena Hallam & Martha Buell, University of Delaware

purpose

Support inclusion by determining the degree of **alignment** between quality frameworks in early childhood and early childhood special education



Approach

Content analysis using a matrix approach with deductive and inductive coding.

Content analysis using a matrix approach with deductive and inductive coding

The logo for the Quality Compendium, featuring the word "QUALITY" in a large, dark blue, sans-serif font, with "COMPENDIUM" in a smaller, lighter blue, sans-serif font below it. To the right of the text are four small, colored squares (green, orange, blue, and purple) arranged in a 2x2 grid.

QUALITY
COMPENDIUM

State QRIS
Standards and
Indicators from
DE, KY and
SC



The Context

Recommended Practices

Unified at the professional level

Provider relationship to individual children, families and systems

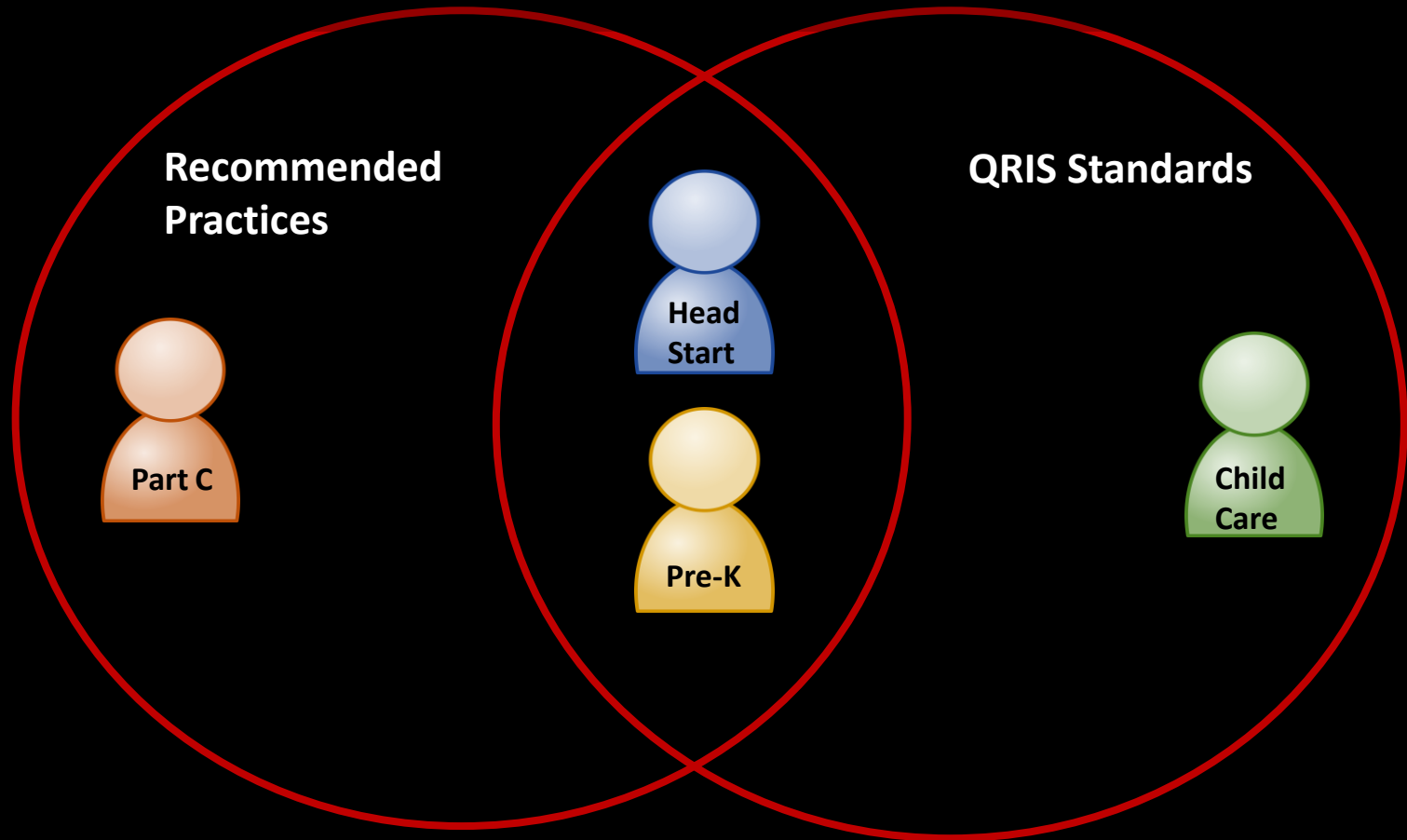
QRIS Standards

Varied & locally designed

Written to ensure they can be verified

Program level standards

The Users



ALIGNMENT

QRIS Standards

Family Partnership	Family
Environment	Environment
Interactions	Interactions
Child Assessment	Assessment
Curriculum	Curriculum
Program Management/ Leadership	Leadership
Staff Qualifications	Transition
Ratio/Group Size Health/Safety	Teaming & Collaboration

DEC Recommended Practices

QRIS Standards

DEC Recommended Practices

Family
Partnership

Family

Environment

Environment

Interactions

Interactions

Child
Assessment

Assessment

Curriculum

Curriculum

Program Management/
Leadership

Leadership

ALIGNMENT

Staff Qualifications

Ratio/Group Size

Health/Safety

Transition

Teaming &
Collaboration

QRIS Standards		DEC Recommended Practices	
Family Partnerships	Broad family/Program partnerships	Engagement in service planning	Family
Environment	Observational measures of global classroom quality	Access & participation in routines/ activities	Environment
Interactions	Global teacher/child	Implement high quality individualized interactions	Interactions
Child Assessment	Conduct child assessments	Inform eligibility & instruction	Assessment
Curriculum	Implement general (or specialized) curriculum	Adapt curriculum to meet unique needs	Instruction
Program Management & Leadership	Building management, program director leadership	Support implementation of Recommended Practices	Leadership

Implications

Exposed the **longstanding gap** between the theoretical foundations and resulting descriptions of ideal practices of General Early Childhood and Early Childhood Special Education services.

Implications

DEC RPs are based on an assumption quality foundational teaching practices are routinely implemented in the classroom setting.

QRIS is a framework designed to support ongoing quality enhancement to bring the field to implementation of quality foundational teaching practices.

The distance between these two systems is great.

Implications

While some QRISs use the phrase “children with special needs” within their standards documents and rating systems, they have **not adequately attended** to the specific policies and practices that will actually provide access, participation, and support to young children with disabilities and families that need them.



DISCUSSION

THANK YOU!

For more information about the Workgroup for Children with Disabilities
in Child Care:

Check out Basecamp or contact us.

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The views expressed in this presentation do not necessarily represent the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families or the U.S. Department of Health and Human Services.