

Competencies for the Graduate Certificate in Teaming in Early Childhood

<b>A. Partnerships/Collaboration: Demonstrate the ability to work effectively with other professionals as well as parents of individuals with disabilities as well as individuals with disabilities themselves.</b>		
	Course	Seminar
1. Demonstrate a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program	TEAM MODELS & COMMUNITY NETWORKING	All seminars
2. Exhibit caring, compassion, and empathy in providing services to others (i.e., patients, clients, students, other professionals, family members)	Practicum	All seminars
3. Understand models and strategies of consultation and collaboration	TEAM MODELS & COMMUNITY NETWORKING	Seminar I
4. Provide consultation within boundaries of expertise to businesses, schools, government agencies, other organizations, or individuals.	Practicum	Seminar II
5. Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the professional and his or her assistant(s).	TEAM MODELS & COMMUNITY NETWORKING	Seminar I
6. Effectively educate others using culturally appropriate teaching methods that are commensurate with the needs of the learner.	TEAM MODELS & COMMUNITY NETWORKING	Seminar I
7. Use group problem-solving skills to develop, implement, and evaluate collaborative activities.	TEAM MODELS & COMMUNITY NETWORKING	Seminar I
8. Engage in effective teaming to support the learning and development of individuals with disabilities and their families.	Practicum	All seminars

<b>B. Advocacy: Engage in a range of activities that promote the well-being of individuals with disabilities and their families.</b>		
	Course	Seminar
1. Demonstrate professional advocacy by participating in organizations or agencies promoting the profession	Plan of study	Seminar II
2. Promote one's discipline by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	Plan of study	Seminar II
3. Participate and show leadership in community organizations and volunteer service.	Plan of study	Seminar II
4. Negotiate, mediate, and advocate for specific individuals with disabilities and their families	Plan of study	Seminar II

**TEAM MODELS & COMMUNITY NETWORKING: Team Models and Community Networking** provides an introduction to the foundations of team practice in early childhood including child/family-centered practice. It examines various models of teaming and consultation. It introduces the need for cultural competency.

**Plan of study courses.** Under advisement, students will survey their own program of study for learning activities through which they will meet 25-50% of the competencies. They may select a SOIT-approved course for up to three credit hours to obtain up to 25% of the plan of study competencies. Each program has contributed a list of courses through which students would have the opportunity to meet competencies.

**5/7980: Seminars I, II, and III.** The complement of seminars will address all of the certificate objectives, building upon experiences students have in TEAM MODELS & COMMUNITY NETWORKING, plan of study courses, and the practicum.

**6/8940: Practicum in interprofessional teaming.** Students will conduct a case study focusing on one or more child with special needs in an inclusive setting. The case study will include assessment; development, implementation, and assessment of intervention plans; technical training of site staff and families; and reflection.

<b>C. Diversity/Cultural Competence: Understand and accommodate for varying beliefs and cultures</b>		
	Course	Seminar
1. Demonstrate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Plan of study	Seminar I
2. Explain the effect that the unique cultures of disciplines have on setting priorities and shaping service.	Plan of study	Seminar I
3. Support, understand, and respect culturally and linguistically sensitive norms about volunteering, negotiation, dress, eye contact, and ways of signaling differences of opinion and obtaining information for decisions.	Plan of study	Seminar I
4. Utilize insights from different cultural and historical perspectives, respecting diverse ways of “knowing” and recognizing that there are multiple “truths”;	Plan of study	Seminar I
5. Evaluate and implement culturally and linguistically sensitive practices in assessment, planning, and intervention	Plan of study	Seminar I
6. Distinguish the unique cultures of service settings	Plan of study	Seminar II
7. Advocate for equal standing for people from all cultures	Plan of study	Seminars II and III

<b>D. Evidence-based Practice Use theory, research, and collected data to drive practice, provision of the best possible care for clients based on evidence and research previously conducted</b>		
	Course	Seminar
1. Conduct a cross-disciplinary review of research and relevant reports and apply findings to service provision;	Seminar & Practicum	Seminar III

<b>E. Professional/Ethical Standards: Use one’s Code of Ethical Conduct to guide professional practice. Demonstrate a commitment to life-long learning and continuous professional development.</b>		
	Course	Seminar
1. Demonstrate an in-depth understanding and thoughtful application of one’s professional Code of Ethical Conduct and other professional guidelines relevant to their professional role	Plan of study	Seminar I
2. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional	Plan of study	Seminar I
3. Use professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.	Plan of study	Seminar III
4. Use clinical judgment and self-reflection to identify, monitor, and enhance clinical reasoning to minimize errors and enhance outcomes for individuals with disabilities and their families.	Plan of study	All seminars

<b>F. Technology: Use technology as a way to keep professionally current, assist with intervention/learning or communicate with stakeholders</b>		
	Course	Seminar
1. Demonstrate an understanding of the use of technology to support communication, performance, participation, health and well-being. This technology may include, but is not limited to, virtual environments, assistive devices, and telehealth technology.	Plan of study	Seminar III
2. Demonstrate an understanding of the use of technology to support team practice. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology	Plan of study	Seminar III

<b>G. Human Development: Demonstrate knowledge and understanding of typical and atypical human development and health across various domains which influence behavior, learning, engagement, and functional performance</b>		
	Course	Seminar
1. Identify theories that relate to biological, motor, cognitive, social, and psychological development	Plan of study	Seminars I and III
2. Demonstrate knowledge of young children's characteristics and needs	Plan of study	Seminars I and III
3. Demonstrate understanding of the multiple influences on health, development, behavior, learning, engagement, and functional performance	Plan of study	Seminars I and III
4. Use of developmental knowledge to create healthy, respectful, supportive, and challenging environments which support health, development, behavior, learning, engagement, and functional performance	Plan of study	Seminars I and III
5. Demonstrate knowledge and application of principles and methods of prevention of developmental delay and/or functional impairment	Plan of study	Seminars I and III

<b>H. Assessment and Evaluation: Select and utilize varied methods of assessment and data collection to guide services (e.g. norm-referenced, criterion-referenced, curriculum-based, behavioral analysis, goal obtainment, program outcomes, etc.)</b>		
	Course	Seminar
1. Communicate the results and interpretation of assessment results to clients/families, team members, and stake holders.	Practicum	Seminars II and IV
2. Work with a team to conduct assessments and data collection using methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics	Practicum	Seminars II and IV
3. Select and utilize appropriate outcome measures to monitor and direct intervention plans and for programmatic evaluation	Practicum	Seminar III

<b>I. Service Provision: Engage in interprofessional service delivery to promote health, development, learning, engagement, and functional performance of children with diverse abilities and their families across settings including home, community, and school.</b>		
	Course	Seminar
1. Effectively communicate, coordinate, and work interprofessionally to establish client-and family-centered goals/outcomes for service provision	Practicum	All seminars
2. Effectively communicate, coordinate, and work interprofessionally to establish intervention plans and strategies to obtain goals/outcomes	Practicum	All seminars
3. Effectively communicate, coordinate, and work interprofessionally to design inclusive environments to support development, learning, engagement, and functional performance	Practicum	All Seminars
4. Effectively communicate, coordinate, and work interprofessionally to develop and promote programming to support development, learning, engagement, and functional performance in the client's natural environments	Practicum	All seminars