

PhD Competencies for Doctoral Candidates in the Early Childhood intervention Doctoral Consortium

Competency Area	Knowledge	Demonstration Examples	Evidence of Competency Examples	Date Completed
<p>I. Population Specific Pedagogy: Designs, implements and evaluates systematic, evidenced based interdisciplinary interventions with families and professionals to facilitate the development and learning of infants and young children with intellectual and developmental disabilities (IDD) in the home and inclusive community and classroom environments.</p>				
<p><i>Etiology and Characteristics of Infants and young Children with IDD</i></p>	<p>Understands the characteristics of individual etiologies of infants and young children with IDD and the application to early childhood intervention.</p>	<p>Demonstrates and promotes the application of interventions that address the individual needs of infants and young children with IDD.</p>	<p>Complete a module on the characteristics of various etiologies of infants and young children with IDD.</p> <p>Revise or design and teach a course to a syllabus that addresses a specific disability etiology related to IDD.</p> <p>Develop activities for students and/or practitioners about a specific disability etiology related to IDD.</p> <p>Design and teach a course or a professional development activity about a specific disability etiology related to IDD.</p> <p>Provide supervision and mentorship to students and/or practitioners on individual</p>	

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			<p>characteristics of a specific disability etiology related to IDD.</p> <p>Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention on content to illustrate a specific disability etiology related to IDD.</p>	
<i>Family-Centered Practice</i>	Understands the impact of family systems (including the role of culture) on child development and interventions.	Demonstrates and promotes principles of family centered practice in all interactions with or about diverse families with infants or young children with IDD.	<p>Complete a module on family partnership and family centered practice.</p> <p>Revise or design and teach a course to a syllabus that is that is aligned with the EI/ECSE Personnel Standards and DEC Recommended Practice on family partnership and family centered practice.</p> <p>Develop activities for students and/or practitioners to implement family centered practices.</p> <p>Design and teach a course or a professional development</p>	

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			<p>activity about family centered practices in areas such as authentic assessment, parent - child social interactions, family orchestrated learning opportunities, teaching and coaching methodology with diverse families, participatory methods planning for their child.</p> <p>Provide supervision and mentorship to students and/or practitioners on the use of family centered practices.</p> <p>Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention on content to illustrate family centered practices.</p>	
<i>Interdisciplinary Collaborations</i>	Understands the practice and value of other disciplines who are involved in the assessment, intervention and evaluation of infants and young children with IDD and their families and their families.	Demonstrates and facilitates the ability in others to collaborate and consult with other disciplines during assessment, intervention and evaluation of infants and young children with IDD and their families, and in	<p>Complete a module on interdisciplinary practice.</p> <p>Revise or design and teach a course to a syllabus that is aligned with the EI/ECSE Personnel Standards and DEC</p>	

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		IHE teaching, research and service.	<p>Recommended Practice on interdisciplinary team practice.</p> <p>Develop activities for students and/or practitioners to implement interdisciplinary team practices.</p> <p>Design and teach a course or a professional development activity about interdisciplinary team practice.</p> <p>Provide supervision and mentorship to students and/or practitioners on the use of interdisciplinary practice.</p> <p>Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention on content to illustrate family centered practices.</p>	
<i>Evidenced Based Interventions for infants and</i>	Understands how to design and implement evidence-based and data-based interventions to	Demonstrates and facilitates the ability in others to collect, analyze, and use data to guide	Complete a module on evidence-based practices for	

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young children with IDD and their families.	support the development and learning of infants and young children with IDD and their families.	decisions about the interventions for infants and young children with IDD and their families.	<p>infants and young children with IDD and their families.</p> <p>Revise or design and teach to a syllabus that is aligned with the EI/ECSE Personnel Standards and DEC Recommended Practices on evidence-based interventions to support the development and learning of infants and young children with IDD and their families.</p> <p>Develop activities for students and/or practitioners to implement evidence-based interventions to support the development and learning of infants and young children with IDD and their families.</p> <p>Design and teach a course or a professional development activity about evidence-based interventions to support the development and learning of infants and young children with IDD and their families.</p>	

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			<p>Provide supervision and mentorship to students and/or practitioners on the use of evidence-based interventions to support the development and learning of infants and young children with IDD and their families.</p> <p>Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention on content to illustrate evidence-based interventions to support the development and learning of infants and young children with IDD and their families.</p>	
<i>Inclusive Learning Environments</i>	Understands how to implement evidence-based interventions to infants and young children with IDD and their families in inclusive environments.	Demonstrates and facilitates the ability in others to implement evidence-based interventions infants and young children with IDD and their families in inclusive environments.	<p>Complete a module on intervention for infants and young children with IDD and their families in inclusive environments.</p> <p>Revise or design and teach a course to a syllabus that is aligned with the EI/ECSE Personnel Standards and DEC Recommended Practice on</p>	

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			<p>inclusive learning environments.</p> <p>Develop activities for students and/or practitioners to implement interventions to infants and young children with IDD and their families in inclusive learning environments.</p> <p>Revise or design and teach a course or a professional development activity about implementing interventions to infants and young children with IDD and their families in inclusive learning environments.</p> <p>Provide supervision and mentorship to students and/or practitioners about interventions for infants and young children with IDD and their families in inclusive learning environments.</p> <p>Design and implement a professional development activity with administrators or</p>	

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			practitioners in the field of early childhood intervention on content to illustrate interventions for infants and young children with IDD and their families in inclusive learning environments.	
II. Research and Scholarship: Designs, implements, analyzes, and synthesizes and reports research about infants and young children with intensive learning needs and their families, and applies findings to the scaling up of effective practices into service delivery.				
<i>Research Analysis, Synthesis and Application to Practice</i>	Understands the research process, and how to analyze and synthesize research findings across different methodologies and multiple studies.	Demonstrates and facilitates the ability in others to apply research findings to practice with infants and young children with IDD and their families.	Complete a module on research methodology for infants and young children with IDD and their families. Review research articles for a research journal. Participate on a research team. Participate in the development of a research proposal. Complete a written literature review, synthesis or meta-analysis on a topic or issue related to using intensive individualized interventions for infants and young children with IDD and their families. The paper will follow APA	

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			<p>style and include an introduction to the problem, methodology, results, and discussion.</p> <p>Revise or design, teach or co-teach a course or a professional development activity on research methods in early childhood intervention.</p>	
<i>Advanced Research Methods</i>	Understands how to design and implement research methods to address intervention needs of infants and young children with IDD and their families.	Demonstrates and facilitates the ability in others to apply advanced research methodologies to address the intervention needs of infants and young children with IDD and their families.	Complete a module on advanced research methodology for infants and young children with IDD and their families that will include single case design using methods including ABA, multiple baselines, multiple probes, or alternating treatment conditions; qualitative methods including case studies, focus groups, interviews, and open question surveys; mixed methods using any combination of both quantitative and qualitative methods; and meta-syntheses and scoping reviews.	

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			<p>In collaboration with scholars and faculty from the Consortia design an experimental research study. The final product will be a research paper following APA style and including an introduction to the problem, methodology, results and discussion.</p> <p>Revise or design and co-teach a course or a professional development activity on advanced research methods to use with research about infants and young children with IDD and their families.</p>	
<i>Implementation Science</i>	Understands how to identify, implement, and scale up an evidenced based practice for infants and young children with IDD and their families.	Demonstrates and facilitates the ability in others to scale up an evidenced based practice into the early childhood intervention service system for infants and young children with IDD and their families.	<p>Complete a module on implementation science.</p> <p>In collaboration with others, develop, implement, and scale up an evidenced based practice into the early childhood intervention service system that addresses the learning needs of infants and young children with IDD and their families. An APA style paper will be completed about</p>	

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			the process and outcomes of the scaling up process.	
<i>Writing for Publication</i>	Understands the writing process, style guides and publication requirements for articles in early childhood intervention	Demonstrates and promotes the submission of scholarly manuscripts to peer reviewed journals in early childhood interventions for infants and young children with IDD and their families.	<p>Complete a module on writing for publication.</p> <p>Review research articles for a research journal.</p> <p>Submit a research-based manuscript to a peer review journal as a co-author on infants and young children with IDD and their families.</p> <p>Submit a manuscript to a peer review journal as the lead author about infants and young children with IDD and their families.</p>	
<i>Writing Grants</i>	Understands how to identify funding opportunities for government and/or private grants, how to prepare a grant for submission, and how to manage a funded grant to benefit infants and young children with IDD and their families	Demonstrates to the ability to submit and manage grants as part of a team that benefits infants and young children with IDD and their families	<p>Complete a module on grant writing and management.</p> <p>Participate in grant reviews.</p> <p>Participate on a grant writing team.</p> <p>Participate on a grant management team.</p>	

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			Complete a grant application	
III. Teaching and Education: Effectively teaches, supervises and mentors students preparing for careers in ECI with infants and young children with high, intensive interdisciplinary and individualized learning needs and their families				
<i>Evidenced Based IHE Personnel Preparation Programs</i>	<p>Understands how to develop coursework and teach students the use of evidence-based interventions within inclusive settings to support the learning and development of infants and young children with IDD and their families.</p>	<p>Demonstrates the ability to design and teach in a IHE program of study consisting of multiple courses, including practicum for students in personnel preparation programs about infants and young children with IDD and their families.</p>	<p>Complete a module on designing and teaching IHE courses, including practicum and programs of study.</p> <p>Revise or design and teach a course about intervention with infants and young children with IDD and their families. The syllabus should be aligned with ECI/ECSE Personnel Standards and state standards, as well as DEC Recommended Practices.</p> <p>Provide supervision and mentorship to students and/or practitioners on the use of evidence-based and data-based interventions to support the development and learning of infants and young children with IDD and their families.</p>	

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<i>Adult Learning Principles and Practice</i>	Understands the principals of evidenced based adult learning practices to support the development and learning of infants and young children with IDD and their families.	Demonstrates the use of evidenced based adult learning practices in all courses, lectures, and class assignments in IHE teaching and collaborations.	<p>Complete a module on adult learning principles and practices.</p> <p>Revise or design and teach a course to a syllabus that is about intervention with infants and young children with IDD and their families using adult learning principles and practices. The syllabus will provide illustration of course content in various formats, opportunities to practice of skills, and opportunities for students to facilitate their own learning in small groups.</p> <p>Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention to illustrate evidence-based adult learning practices to support the development and learning of infants and young children with IDD and their families. Scholars will develop process agendas that</p>	

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			include applications of practices for planning, illustration, and acquisition of skill.	
<i>Supervision and Mentorship</i>	Understands evidenced based practices to support the professional learning of students in personnel preparation programs for infants and young children with IDD and their families.	Demonstrates the use of evidenced based practices in supervision, coaching, performance feedback and mentorship to support the professional learning of students in personnel preparation programs for infants and young children with IDD and their families.	Complete a module on supervision and mentorship. Provide samples of students individualized learning plans and documentation (e.g., meeting notes) of supervision, coaching, performance feedback and mentorship to support the student to meet collaborative learning objectives to support the development and learning of infants and young children with IDD and their families.	
<i>Instructional Technology</i>	Understands how to use technology to teach, supervise and collaborate with others to support the development and learning of infants and young children with IDD and their families.	Demonstrates the use of technology to teach, supervise and collaborate with others to support the development and learning of infants and young children with IDD and their families.	Complete a module on instructional technology and distance learning. Use an on-line platform to revise or design and teach to a syllabus that is aligned with the EI/ECSE Personnel Standards and DEC Recommended Practices on evidence-based and data-based interventions to support	

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			<p>the development and learning of infants and young children with IDD and their families.</p> <p>Use an on-line platform to develop activities for students and/or practitioners to implement evidence-based interventions to support the development and learning of infants and young children with IDD and their families. Design and teach a course or a professional development activity about evidence-based and data-based interventions to support the development and learning of infants and young children with IDD and their families.</p> <p>Use an on-line platform to provide supervision, coaching, performance feedback and mentorship to support the professional learning of students in personnel preparation programs for infants and young children with IDD and their families.</p>	

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IV. Community Engagement and Service: Demonstrates leadership in practice, policy and advocacy for infants and young children and their families				
<i>State and National Impact</i>	Understands the national landscape of early childhood intervention for infants and young children with IDD and their families.	Demonstrates active participation in national initiatives to improve and expand systems serving infants and young children with IDD and their families.	Complete a module on professional impact. Providing service through an internship at the state or national government, a national TA center, or other agency that provides support to infants and young children with IDD and their families. TA.	
<i>Policy Analysis</i>	Understands how to analyze and interpret and influence laws, regulation, and policy at the state and national level to support the development and learning of infants and young children with IDD and their families.	Demonstrates how to analyze and interpret and influence laws, regulation, and policy at the state and national level to support the development and learning of infants and young children with IDD and their families.	Complete a module on the laws, regulations, and policy in early childhood intervention. Propose or revise a policy to improve or expand services or service systems for infants and young children with IDD and their families. Provide a rationale for the policy, including citations from the research literature and if applicable state or national data, and a description of their role in the development of the policy.	

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			<p>In collaboration with others, propose or revise a law or regulation to improve or expand services or service systems for infants and young children with IDD and their families. Provide a rationale for the law or regulation, including citations from the research literature and if applicable state or national data, and a description of their role in the development of the policy.</p> <p>Meet with policy makers, legislators or government officials about the service needs of infants and young children with IDD and their families.</p>	
<i>System Change</i>	Understands how to work with ECI practitioners and administrators to initiate a reform change in service delivery through a strategic planning that benefits infants and young children with IDD and their families, and/or those who serve them.	Demonstrates strategic planning for a reform of change in service delivery that benefits infants and young children with IDD and their families, and/or those who serve them.	<p>Complete a module on strategic planning and systems change.</p> <p>In collaboration with others, develop and implement a system reform or change and provides written description of the service delivery reform</p>	

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			or change, including the need and the strategic planning process to implement, evaluate and support the changes to their service delivery system.	
<i>Faculty Induction</i>	Understands faculty roles and responsibilities in an IHE environment to support the development and learning of infants and young children with IDD and their families.	Demonstrates participation in faculty meetings, committees, and collaborative and scholarly activities.	Complete a module on faculty induction. Participate in faculty meetings, committees, and collaborative and scholarly activities.	