INDEX

Page numbers followed by t or f indicate tables or figures, respectively.

Accountability issues, in personnel	personnel development role for, 12
preparation, 13–15, 545; see also	Agenda
Credentialing	clarification, for needs assessment, 149t
Accreditation, of interdisciplinary practica,	setting, in service coordination instruction,
468–469	281
Action planning, in team building, 378	Agree/disagree activity, 243–244
Action plans, in service coordination	Aides, early intervention, education and
instruction, 281	specialized preparation of, 397–398
Activity-based intervention, 402–403	Alaska
ADA, see Americans with Disabilities Act of	distance education program in, 493
1990 (PL 101-336)	monitoring system for early intervention
Administrators	programs, 42–43
as coaches, 208	Allen County, see Community-based
goals for personnel, 3	approaches to personnel preparation
perspective on implementation of team-	Allied health professionals, shortages of, 10
based model for change, 519–521	American Occupational Therapy Association,
role in community-based approaches to	Find a Mentor or Be One
personnel preparation, 56, 57t	(publication), 197, 210
support of reform efforts, 20	American Speech-Language-Hearing
see also Management	Association (ASHA), 12
Adult learning theory, 13, 60–61	Americans with Disabilities Act (ADA) of
and preparation for inclusion, 398–399	1990 (PL 101-336), 6, 413 <i>t</i>
principles of	Annenberg/CPB Project, 476
in service coordination instruction, 281	Application
in training process design, 114	changes required for, and learning transfer,
Advocacy, instruction in, 285f	177 <i>t</i>
Agency(ies)	evaluation of, 164
collaboration in personnel development, 17,	impact of, evaluation of, 164–165
36, 63–65; see also Interagency	see also Learning transfer
coordinating councils; Interagency	Apprenticeships, in community-based
partnerships	approaches to personnel preparation,
federal, personnel development role for, 12	60
mental health, personnel development role	Arc of Caddo-Bossier (C-BARC),
for, 12–13	implementation of team-based model
nonprofit, personnel development role for,	for change to improve early
12	intervention programs, 510–515
state	impact of, evaluation, 515–518, 517t
and higher education, collaboration in	instructional linkages from, 514–515, 515t
personnel development, 36	lessons learned from, 518–523
linkages to institutions of higher	local team meeting, sample agenda for,
education, 97	513-514. 514 <i>f</i>

Arc of Caddo-Bossier (C-BARC)—continued site-specific processes in, 512–513	skills assessment guidelines, 400 <i>f</i> , 400–401 Bounded rationality, 153
site-specific team composition and roles in, 510–511	BPI, see Best Practices in Integration (BPI) Inservice Training Model
Team Member Screening Scale, 511, 512f	Brainstorming/brainwriting
Arkansas	backward, 530t
distance education programs in, 493, 494	for needs assessment, 145t
ongoing personnel development in, 35	as teaching practice, 530t Practices Tacks It Pragram Policies and Practices
preservice preparation in, 36 ASHA, see American Speech-Language-	Brass Tacks I: Program Policies and Practices, 266, 273, 315, 319, 504, 505 <i>f</i> –506 <i>f</i> ,
Hearing Association	508, 511–512, 513, 515, 522
Assessment	Breaking the News (videotape), 328-329, 331
authentic, linkage to intervention, 339	Burnout, among staff in early childhood/early
of child and family progress, linkage to intervention, 338–339	intervention, 10
dynamic, linkage to intervention, 339	California
of early intervention programs, at state	cognitive coaching model used in, 202–203
level, 42–43	Hope Infant Family Support Program,
ecological, linkage to intervention, 338–339	202–203
and intervention, in linked systems	Can I play too? (videos), 407
approach, 338–339 of play, 342	Career ladder/lattice, 41 Carolina Institute for Research on Infant
portfolio, linkage to intervention, 339	Personnel Preparation, infusion
of staff skills, Best Practices in Integration	model for integrating
(BPI) Inservice Training Model	interdisciplinary coursework, 92
guidelines, 400f, 400–401	Case study(ies)
see also Child assessment; Needs	for defining routines, 343, 357
assessment; Self-assessment	in early intervention analyzing, 423t, 425
Assignments, in follow-up, 185 <i>t</i> Assistants	collection of, 407
for early intervention service delivery	as teaching/learning practice, 118, 266, 343,
instructional programs for, 42	357, 534 <i>t</i>
use of, 41	C-BARC, see Arc of Caddo-Bossier
instruction for, in technical and community colleges, 97	CEC, see Council for Exceptional Children Certification
Assisted performance, 234	cross-disciplinary, 32
Association of Teacher Educators (ATE),	of early interventionists, 10
90–91 policy on standards for early intervention	and blending of preservice and inservice training, 122
personnel, 40–41	and interdisciplinary practica, 468–469
ATE, see Association of Teacher Educators	and preparation for inclusion, 404–405
Attitude measures, in evaluation, 159t	reform in, 33
Attributed needs, 150–151	as standard, 32
Attrition, among staff in early childhood/early	of professionals, 14
intervention, 10, 191–192 Audits, analysis of, for needs assessment, 135 <i>t</i>	see also Credentialing; Policy(ies) Change agent skills, service coordination
Awards, to early intervention practitioners,	instruction in, 283f
state-level, 42	Change process, in team building, 378
D1-1 ff-11 1016 1026	Checklists
Back-home plans, for follow-up, 181 <i>f</i> , 183 <i>t</i> Behavior change, 132–133	for design of instructional approaches, 536–539, 540 <i>t</i> , 541 <i>t</i>
Behavioral frequency counts, for needs	for needs assessment, $134t$
assessment, 136t	Child(ren), and outcomes of community-based
Beliefs	approaches to personnel preparation,
as focus of early intervention training, 109	71–72
see also Values Post Provinces in Integration (PDI) Inserving	Child assessment, 309–336
Best Practices in Integration (BPI) Inservice Training Model, 407	activities on, 318, 335–336 communication strategies for, 319 <i>t</i> , 320
instructional modules for collaborative	components of, 315–329
consultation, 404, 404f	definition of, 310–311

ecologically valid, 311	duration of, 208
learner outcomes for, 312t	effects of, 182
family roles in, 320–323	elements of, 182
continuum of, 323f	feedback in, 204
instructional strategies for, 323–325	in follow-up, 184t
learner outcomes for, 321t	information gathering for, 203, 205t
resources for, 323, 326 <i>t</i> –327 <i>t</i>	initial interest stage, 203, 205t
family-centered, 312–313	models of, 201–202
instructional strategies for, 313–315	partners, characteristics, qualities, and skills
learner outcomes for, 316t	of, 204–208
instructional strategies for, 311–312	peer, 179, 202
learner outcomes with, 312t	in personnel development, 12
issues in, 310–312	planning for, 203, 205 <i>t</i>
preassessment planning for, 316–317	principles and rationale for, 191–192, 201,
activity on, 335	208
instructional strategies for, 317–320	reflection in, 208
issues in, 310–312	resources on, 207, 210
learner outcomes for, 321t	review stage, 203, 207t, 209
resources for, 313–314, 318, 328	technical, 202
results, reciprocal sharing of, 325–328	time demands of, 208
activities on, 336	Coinstruction, see Co-teaching
instructional strategies for, 328–329	Collaboration
learner outcomes for, 321t	for blending of preservice and inservice
resources for, 328	training, 122
traditional, 312	communitywide, 58–59, 64–65
instructional strategies for, 313–315	and innovative linkages among
learner outcomes for, 316t	participants, 61, 62 <i>t</i> critical elements of, 15–19, 16 <i>f</i>
Child care providers education and preparation of, 397	in early intervention practice, 8–9, 9f,
instruction, in technical and community	10–11
colleges, 97	with families, family-based practicum for,
Child-initiated actions, as context for	117–118
interventions in natural environment,	future directions of, recommendations for,
342	545–546
ChildNet Personnel Preparation Subcommittee,	in inclusive settings, 403–404
see Louisiana, ChildNet Personnel	resource on, 408
Preparation Subcommittee	innovative linkages and outcomes in, 61,
Chopsticks activity, 287f	62 <i>t</i>
Climate	interdisciplinary
for development of community-based	by faculty, with professionals in
approaches to personnel preparation,	community, 92–93
74 <i>t</i>	in institutions of higher education,
and policies, 15	challenges to, 86, 87t
for reform, 15, 16 <i>f</i> , 74 <i>t</i>	preparing program participants for, training
Clinical Fellowship Year (CFY)	program design for, 117–119
ASHA requirement for, 12	in Professional Development School model,
illustrative example, 4–5	68–69
Clinical supervision, see Supervision, clinical	resources on, 77, 78
model	in schools, resource on, 408
Coaching, 179–182, 532 <i>t</i>	for service delivery
administrators as coaches and, 208	Health and Education Collaborative
analysis stage, 203, 206 <i>t</i> , 208–209	Project, 95
benefits of, 203	Higher Education Service Integration
challenge model, 202	Curricula Project, 95
characteristics of, 182, 202	Partnership for Change, 95
cognitive, 202–203	statewide, 39
components of, 203–209 conferencing in, 203–204, 206 <i>t</i> –207 <i>t</i>	College(s), see University(ies) and colleges Collegial support
cycle, steps of, 203–204, 205 <i>t</i> –207 <i>t</i>	importance of, 112, 539
definition of, 192	in training process, 112
GOTHINGH OI, 174	in daming process, 112

Colorado	trusting relationships needed in, 72–73
Meeting Place, 488	documenting contexts and processes in, 70
mentoring activities in, 197	emphasis on strategic planning and
Speech and Hearing Association, mentoring	problem-solving skills in, 58–59
activities, 197	evaluation of
Communicating with Families in Early	framework for, 69–72
Intervention: A training module, 268,	purpose of, identifying, 70
273	results, use in improving future activities,
Communication	72, 75 <i>t</i>
in child assessment, 319t, 320	financial support for, 61
in family-centered practices, 266–271	future directions for, 73–76
instruction in, 267, 283f	goals of, identifying, 69–70
learning outcomes related to, 257t	implementation strategies for, 55, 56t
strategies for, 269t	innovative models, 61–69, 62t
in team building, 375–376	promoting support for, 61
Communication skills, in early childhood/	instructional methods for, 58, 59-61
early intervention practice, 10–11	learners in, 57
Communicative-linguistic parameters of	mentorship in, 66-67
culture, 223 <i>t</i> , 223–224	monitoring, 70
Community(ies)	needs assessment for, 58, 59
and culture, 228	on-site consultation in, 65-66
and learning transfer, 177t	organizational structure for, 57-58
problem-solving structures, 16f, 18–19, 75t	outcomes
and reform efforts in personnel preparation,	child and family, 71–72
74 <i>t</i> –75 <i>t</i>	factors affecting, 70
future directions for, 73–76	program-related, 70–71
Community colleges, in early intervention	parents as presenters in, 68
instruction	participants in, 54–55, 56–58
interdisciplinary programs, 81	diverse backgrounds of, 56t, 59–60
role of, 82–83, 97–98	innovative linkages among, 61, 62t
Community forum(s), 61–63	planning, 57–59
agenda for, 63	Professional Development School model,
for needs assessment, 146t	68–69, 73
organizers, 61–63	purposes of, 57
as community program planning team, 64	rationale for, 54–55
participants in, 63	size of training groups for, 58
sponsorship of, 63	stakeholder groups in, 54–55, 56–58, 57 <i>t</i>
Community Forum on Early Childhood	supervision in, 66–67
Inclusion, 61–63	training activities in, 59–60
Community practices, evaluation of, 163t	varied learning opportunities in, 56t, 60–61
Community program planning teams, 63–65	Community-based early intervention
Community-based approaches to personnel	characteristics of, 4–6, 11
preparation, 53–80	illustrative example, 4–6
accountability in, 70	Competency(ies), in early childhood/early
Allen County's experience (illustrative	intervention practice, 6, 10–11, 76
example), 54–55	cultural, see Cultural competency(ies)
broad participation in, 56t, 59–60	disciplinary, for certification, 32, 33
challenges in, 55, 56t	fundamental, 191
collaborative systems for, 54–55, 56 <i>t</i> , 58–59	inclusion in coursework, 14, 107–108
components of, 54–55, 56 <i>t</i>	interdisciplinary (cross-disciplinary)
cooperative systems for, 58–59	for certification, 32, 33
coordination in, 54–55	common content areas in, 90
cultural sensitivity in, 67	development of, 90–91
development of	newly defined, and staff development, 14
array of services needed in, 72–73	Comprehensive System of Personnel
lessons learned in, 72–73	Development (CSPD), 16–17, 19, 496
and promoting community's capacity to	collaborative statewide personnel structures
help itself, 73 questions to guide planning for, 73,	in, 39
questions to guide planning for, 75 , $74t-75t$	design of, 27–28, 33–34
110 130	5551511 01, 21 20, 33 3T

determination of personnel needs and, 38–39	recommended practices, 472 standards for early intervention personnel
implementation	40–41, 472
improving, 536–539	Task Force on Recommended Practices,
issues addressed in, 34–39	254
team-based model for change and,	Internet address, 49
495–526	recommended practices for early
legislative provisions for, 34, 39	intervention, 44
standards, systems enabling current	Coursework/curricula
personnel to meet, 34–35	for continuing education, illustrative
Concept mapping, 239–240, 241 <i>f</i>	example, 5–6
Conferences	in early childhood/early intervention
as instructional events, 12, 38, 54, 546	breadth and depth, 109-112
regional/statewide, in staff development, 12,	including competencies in, 14, 107–109
38, 54	outcomes, and content, 109–112
Conferencing, in coaching, 203–204,	quality of, 10–11
206t–207t	structural elements, 112
Conflict resolution	in interdisciplinary programs for personnel
service coordination instruction in, 283f	preparation design of, 107–109
in team building, 375–376 activities on, 389–391	development of, 91–92
Connecticut, see University of Connecticut	issues related to, 87t, 89
Consensus techniques, for needs assessment,	and unanticipated variables that require
142 <i>t</i> –146 <i>t</i> , 147–148, 152	instructor flexibility, 536, 538t
Constituents	see also Instructional approaches; Training
dissemination of research findings to, 20	programs; University(ies) and
support of reform efforts, 20	colleges
Consultation	Court decisions, landmark, in development of
collaborative, in inclusive settings, 403–404	public policy, 415, 416
distance education vehicles for, 488	Co-workers, in personnel development, 12, 18
in inclusive settings, 403–404	Credentialing
resource on, 408	and blending of preservice and inservice
indirect service delivery through, resource	training, 122
on, 407	career ladder/lattice system for, 41–42
on-site	cross-disciplinary, 32
in community-based approaches to personnel preparation, 65–66	portfolio approach for, 32, 33 <i>t</i> and preparation for inclusion, 404–405
outcomes of, 66	states' systems for, 30–33
resource on, 408	see also Standards
Consumers, role in community-based	Crisis, activity on, 302
approaches to personnel preparation,	Critical incident
56, 57 <i>t</i>	interviews, for needs assessment, 141t–142t
Content, reflecting, 268–269	observations, for needs assessment, 137t
Continuing education	Critical inquiry, resources for, 221t
distance education for, 488	CSPD, see Comprehensive System of
illustrative example, 5–6	Personnel Development
Cooperation, in community-based approaches	Cultural bumps, 229, 249
to personnel preparation, 58–59	Cultural competency(ies), 218, 225
Coordination, in community-based approaches	in community-based approaches to
to personnel preparation, 58–59	personnel preparation, 67
Co-teaching with families	as craft, 217, 229 in early childhood/early intervention
resources on, 448–449	practice, 10–11, 67
in training process, 93, 113, 118	learning, levels of, 233–234
in family-centered practices, 260–261	modeling, 230
goals of, 260–261	need for, 225–229
see also Parent–professional partnerships	requisite, 229–230, 232 <i>t</i>
Council for Exceptional Children (CEC)	resources for, 219t, 235–236
Division for Early Childhood, 90–91	teaching, 217–251
guidelines for licensure, 472	activities for, 230–234, 239–251

Cultural competency(ies)—continued	Developmentally Appropriate Practices:
elements of, 230–233	Curriculum—The Role of the
resources for, 230–234	Teacher (videotape), 402
Cultural differences, primary versus secondary, 227	Diary(ies), see Journal writing/diaries/self- reflection
Cultural diversity, 218, 222–225	Direct service providers
key concepts in, 224–225	goals for personnel, 3
recognizing, in family-centered practices,	management and, innovative linkages and
255	outcomes, 62t
resources for, 219t	Disability, influence on family, 257–263
and staff development, 67	learning outcomes related to, 257t
Culture, 218–222	Distance education, 475–491
communicative-linguistic parameters of,	accessibility issues in, 485–486
223t, 223–224	administrative support for, 480
domains of, 222, 223t	applied experiences in, implementation of,
influence on development, 228 resources for, 220 <i>t</i>	487–488 audioconferencing for, 483 <i>t</i>
personal-social parameters of, 223 <i>t</i> , 224	audiographic conferencing for, 484 <i>t</i>
resources for, 219t	challenges of, 479–488
sensory-cognitive parameters of, 223 <i>t</i> ,	communication and interaction in, 481–486
224–225	challenges of, 485
resources on, 224	synchronicity of, 485
Curricula, see Coursework/curricula	compressed videoconferencing for, 483 <i>t</i> , 485
	computer conferencing for, 484t
Daily routines, see Routines	consortia for, 476, 479
Day for Day Care, 54	consultation and, 488
Debate(s), as teaching practice, 352, 416, 530t	and conventional education, mixed model
Decision making styles of, 377	for, 479–480
in team building, 377–378	correspondence study for, 483t
Decision-making skills, resources for, 221t	course design for, 486 course materials for, 486
Delaware	definition of, 476–478
inservice professional development	delivery modes for, 481–485, 482 <i>t</i> –484 <i>t</i> ,
programs, 38	487
preservice preparation in, 36	direction of telecommunication signal for,
Delivering Family-Centered, Home-Based	481–485
Services (videotape), 269, 272, 314,	efficacy of, 478
330, 375, 379	faculty for, 479–480, 486–487
Delphi technique, for needs assessment, 142 <i>t</i> –143 <i>t</i>	financial support for, 476
Demographics, 225–226	historical perspective on, 476–478
emphasis on, negative messages in, 225	for inservice training advantages of, 488–489
resources for, 221t	programs, 489, 492–494
Demonstration(s), as teaching practice, 530t	instructional effectiveness in, 486–487
Development, typical, as basis for early	issues and strategies, 12, 36, 479–488
childhood curricula, understanding,	learners
402	characteristics of, 480–481
Developmental Disabilities Assistance and Bill	resources for, 481
of Rights Act of 1975 (PL 94-103),	support services for, 481
414t Developmentally appropriate practice(s) 6	for lifelong learning, 488–489
Developmentally appropriate practice(s), 6	literature, features of, 478
in early childhood education, 394–396 resources on, 406	networks for, 476 organizational structures for, 479–480
in early childhood special education,	for preservice training, programs, 489,
394–396	492–494
in inclusive settings, 401–402	programs, 478, 488, 492–494
Developmentally Appropriate Practices:	rationale for, 475
Children Birth to Five (videotape),	resources on, 489–490
402	sensory modes for, 481–485

student accountability in, 485–486	Early Education Program for Children with
technology and, 481–485, 482 <i>t</i> –484 <i>t</i> , 487	Disabilities (EEPCD), 17, 36
telecourses for, 482t	Early intervention
transactional distance for, 477	aides, education and specialized preparation
in university setting, models for, 479	of, 397–398
video teleconferencing for, 481–485, 482t	collaborators in, 8–9, 9f
videotape distribution for, 484t	early childhood education and, innovative
weekend on-campus study for, 484t	linkages and outcomes, 62t, 396, 405
Diversity	scheduling, 397
cultural, 218, 222–225	staff turnover in, 397
key concepts in, 224–225	teachers, education and specialized
recognizing, in family-centered practices,	preparation of, 397–398
255	training
resources for, 219t	challenges to, 106
and staff development, 67	components of, 106
in instructional approaches, 528	goals of, 106
interpersonal, 225	program design, 106–107
learner, instructional approaches and,	transdisciplinary model, 84
527–528	see also Early childhood special education
in team-based model for change, 522	ECERS, see Early Childhood Environment
Document analysis, for needs assessment,	Rating Scale
135 <i>t</i> , 147	Eco-mapping, 261–263, 262 <i>f</i> , 287 <i>f</i>
Documents, constraints on, 147	Economic Opportunity Act Amendments of
	1972 (PL 92-424), 413 <i>t</i>
Drawing conversations, 246	, , , , , , , , , , , , , , , , , , , ,
	Ecosystemic framework
Early childhood education	applications of, 8
developmentally appropriate practice	for personnel preparation, 8–9
approaches for, 394–396	Education
and early intervention, innovative linkages	continuing, see Continuing education
and outcomes, 62t, 396, 405	early childhood, see Early childhood
	education
personnel programs, and early childhood	graduate, illustrative example, 3–4
special education programs,	higher, see Higher education
integration of	special, see Early childhood special
resources on, 473; see also Practicum/	education; Special education
practica, interdisciplinary	Education, U.S. Department of, Early
scheduling, 397	Education Program for Children with
staff turnover in, 397	Disabilities, 17
theoretical framework for, 394	Education for All Handicapped Children Act
Early Childhood Environment Rating Scale	of 1975 (PL 94-142), 415
(ECERS), 77, 403, 407	Part B, 34, 39, 413 <i>t</i>
Early childhood special education	Education of the Handicapped Act
behavioral approach to, 394–395	Amendments of 1986 (PL 99-457),
developmentally appropriate practice	413 <i>t</i> , 415
approaches for, 394–396	enactment of, context of, strategies for
personnel programs, and early childhood	understanding, 416
programs, integration of	interdisciplinary programs for personnel
resources on, 473; see also Practicum/	preparation and, 83–84
practica, interdisciplinary	and nursing practice in early intervention,
teaching strategies in, evolution of, 396	resource on, 473
theoretical framework for, 394	Part H
see also Early intervention	CSPD provisions, 34, 39, 496
Early Childhood Special Education Master's	implementation of, difficulties with,
Program (University of Vermont),	27–28, 39
Family-Based Practicum Experience,	Louisiana ChildNet Personnel Preparation
443–444	Subcommittee objectives for,
description of, 447–448	497–498, 498 <i>t</i>
goal of, 447	personnel preparation requirements,
guidelines for, 450–451	Louisiana's organizational framework
role of Parent to Parent staff in, 448	
TOTE OF FAIGHT TO FAIGHT STAIL HI, 440	for addressing, 499–500, 501 <i>t</i> –503 <i>t</i>

Education of the Handicapped Act	of learner change, 164
Amendments of 1986 (PL 99-	of learner participation, 157–164
457)—continued	of learning transfer, 130
Part H—continued	meaningful, 133
qualification requirements for entry-level	of personnel preparation, 14–15
personnel, 30–32	of planned outcomes, 162t
state-level coordinators, survey of, 29,	practicality in, 168
32–33	preferences in, 168
on teamwork, 363	of program characteristics associated with
Educational needs, 151	outcomes, 165
EEPCD, see Early Education Program for	of program design and implementation, 157
Children with Disabilities	purposes of, 155–156
Effectiveness	rationale for, 129–130
instructional, in distance education, 486–487	resources for, evaluation of, 167
	satisfaction, 156, 158 <i>t</i> , 164
of personnel preparation, 154	instructor's, 164
proof of causality in, 155–156	strategies for, 157–165, 158 <i>t</i> –163 <i>t</i>
public policy, evaluation of, 423 <i>t</i> , 424	selection of, 166
Empathy, 231t	use of, 165–166
Entry-level personnel, qualifications for, at	summative, 156
state level, 30–33	target audience of, 131
Environment for early intervention	target audichee of, 131 target outcomes for, 131
evaluation, 77, 403	of teamwork instruction, 372
natural, see Natural environment	timing of, 156
rating scales for, 77, 403	
Environmental scan, for studying context of	of unplanned outcomes, 167 values in, 168
public policy, 418 <i>t</i> , 419, 529 <i>t</i>	see also Child assessment
Ethics, and evaluation, 168	
Eugenics movement, 414	Evaluation data
Evaluation, 127–171, 154–168	in decision making, 167
in advance, 156	reliable and valid, 167–168
of application, 156, 164	types of, 128
challenges in, 166–168	uses of, 130
as circular process, 157	Executive memo, for needs assessment, 149t
of community-based approaches to	Expectations opener, for needs assessment,
personnel preparation	149 <i>t</i>
framework for, 69–72	Faculty
purpose of, identifying, 70	Faculty
results, use in improving future activities,	for distance education, 479–480, 486–487
72, 75 <i>t</i>	in early intervention instruction, state
decisions regarding, 155	support for, 36
framework for, 130–133	in institutions of higher education, benefits
definitions of, 155, 310–311	of interdisciplinary approach for, 85t
documented results, and reform efforts in	96
personnel preparation, at community	in interdisciplinary programs
level, 75t	collaboration with professionals in
emphases of, types of, 156	community, 92–93
ethics and, 168	communication issues for, 88
of family-centered practices, 266	in institutions of higher education,
focus of	challenges to, 86–88, 87 <i>t</i> , 98–99
criteria for, 166 <i>t</i>	linkages and support external to their
specification of, 166–167	institutions, 97–99
	professional development opportunities
formative, 156	for, 96
and goals of personnel preparation, 157	promotion/career advancement issues for
of impact of application, 156, 164–165	88
instructional context for, 130–131	resource issues for, 88
of interdisciplinary approaches to personnel	scheduling and logistical issues for,
preparation in institutions of higher	86–88
education, 99	team teaching by, 93
of knowledge acquisition/retention, 156,	territorial or "turf" issues for, 88
160 <i>t</i>	training/preparation issues for, 88

Faculty development institutes, 36, 96–97	preservice curriculum and, resource for,
Families on the Move (videotape), 422t, 424	100
Family(ies)	and speech-language pathology
as coinstructors, 93, 113, 118	coursework, resource for, 99
resources on, 448–449	laws regarding, 254
collaboration with	models of, 265
family-based practicum for, 117–118	philosophy of, 288–289
see also Early Childhood Special	in parent–professional partnerships,
Education Master's Program	437–438
(University of Vermont), Family-	in preparation for inclusion, 401
Based Practicum Experiment	principles of, applying, 265–266
and early intervention, 253–254	recognizing, 263–264
goals for personnel, 3	resources for, 258, 260, 264, 268–269,
and inservice training, innovative linkages	272–273
and outcomes, 62t	supervised practice in, opportunities for, 255
and outcomes of community-based	systems change toward, dealing with,
approaches to personnel preparation,	254–255
71–72	teaching, 253–276
in personnel preparation roles, 11, 18	audience of, individual characteristics of,
in community-based approaches, 56, 57t	256
resources on, 448–449	challenges in, 254–256
roles in child assessment, 320–323	learning outcomes for, 257t
continuum of, 323f	strategies/activities for, 256–271
instructional strategies for, 323–325	training strategies that mirror, 20
learner outcomes for, 321t	values in, 263–266
resources for, 323, 326 <i>t</i> –327 <i>t</i> service provision to, occupational categories	learning outcomes related to, 257 <i>t</i> see also Parent–professional partnerships
developed for, 30	Family-Centered Program Rating Scale, 266
see also Parent(s); Parent–professional	Family-Guided Activity-Based Intervention for
partnerships; Professional–family	Infants and Toddlers (videotape),
partnerships	399, 406
The Family and the IFSP Process (videotape),	FDCRS, see Family Day Care Rating Scale
318	Federal legislation, 6, 8
Family Day Care Home Network, 64	demystifying, strategies for, 416, 417 <i>t</i> –418 <i>t</i>
Family Day Care Rating Scale (FDCRS), 77,	related to services for children with
403	disabilities and their families, 412,
Family Interview Rating Scale, 268	413 <i>t</i> –414 <i>t</i>
Family panel presentations, 261	Federal rules and regulations, service
Family stories, 286f–287f	coordination instruction in, 284f
Family support principles, resources on, 77	Federal support
Family systems, 257–263	for inservice professional development
analysis through literature, 258–260	programs, 37
framework for, 259f	for instructional materials and product
resources for, 273	development, 17
components of, 258	for interdisciplinary personnel preparation,
learning outcomes related to, 257t	91
Family-Centered Communication Skills:	in institutions of higher education, 97
Facilitator's Guide, 268–269,	for interdisciplinary practica, 470
272–273	for personnel preparation
Family-centered practices, 6, 253–254	and Comprehensive System of Personnel
challenges in, 271–272	Development, 16–17
definition of, evolution of, 271–272	future direction for, 76
early interventionists' roles in, 255–256	policy and, 15, 76
elements of, 265t	for preservice programs, 36
evaluation of, 266	for team-based model for change to improve
implementation of, 254	early intervention programs,
individualization in, 254	509-510
in interdisciplinary personnel preparation	Feedback, opportunities for, in community-
and physical therapy coursework,	based approaches to personnel
resource for, 100	preparation, 60–61

Feelings, reflecting, 268	Getting on Board, 264, 272
Felt needs, 150	Graduate education, illustrative example, 3-4
Field applications, see Practicum/practica	Grants
Field training sites	federal
for inservice professional development, 37	for early intervention instruction, 36
see also Practicum/practica	for interdisciplinary personnel preparation
Field-based experiences, see Practicum/	in institutions of higher education,
practica	97
Financial support	information about, Internet Web links on, 50
for distance education, 476	state
for personnel preparation, 17	for early intervention instruction, 36
at community level, 61	for interdisciplinary personnel preparation
in institutions of higher education, 82–83,	in institutions of higher education,
91, 97	97
policies and, 15	for students in inservice or practicum
see also Federal support; State support	experience, 42
for team-based model for change to improve	Great Debate activity, 287f
	Group exercises/discussions, as teaching/
early intervention programs, 509–510	learning practice, 233, 234, 239–244,
	245–248, 249, 341, 343, 347, 353,
First Years Together: Involving Parents in	
Infant Assessment (videotape), 313,	355, 360, 371, 375, 376, 388,
France groups for pands accessment 1294 1204	389–390, 403–404, 530 <i>t</i>
Follow up 172 100	Guest presenters, 261, 314, 427–428, 529t
Follow-up, 173–190	Guided reflection, as teaching/learning
back-home plan form for, 181f, 183t	practice, 282, 303, 341, 351, 353,
challenges in, 182–188	428, 532 <i>t</i> , 533 <i>t</i>
cost of, 182	
disruption by, 182–187	A Handbook of Structured Experiences for
effective, 175	Human Relations Training, 378, 380
focus of, 187	Handouts, in follow-up, 185 <i>t</i>
information packets for, 186 <i>t</i>	Head Start, legislation for, 413 <i>t</i>
lack of, 178	Health and Education Collaborative Project
letters, 186t	(Hawaii), 95
maintenance of, 187	Heart to Heart (videotape), 313, 330
meaningful, 133	Higher education
planning, involvement in, 187–188	administration, benefits of interdisciplinary
plans	approach for, 85t
in promotion of change, 536–539	climate for reform in, 15
for reform efforts, 21	consortia and councils, at state level, 97
as teaching/learning strategy, 173–190,	in early intervention instruction
532t	factors affecting, 82
rationale for, 174–178	funding for, 82–83, 97
scheduling, 187	role of, 82–83
strategies for, 178–182	faculty
telephone calls, 186t	benefits of interdisciplinary approach for,
time for, 182	85t
scheduling, 187	modeling of inclusive practices by,
Force field analysis problem-solving design,	399–400
377	interdisciplinary programs
Formative evaluation, 156	administrative issues in, 86–88, 87 <i>t</i>
Funding, see Financial support	benefits of, 83–84, 85 <i>t</i>
	challenges to, 84–89
Games, addressed to learning objectives, 235,	in community colleges, 81, 82, 97–98
420, 424, 529 <i>t</i>	in comprehensive colleges and
Georgia 424, 3291	universities, 81, 82–83
higher education consortia in, 97	course development for, 91–92
see also University of Georgia, Interactive	curricular issues in, 87t, 89
Teaching Network	definition of, 81
reaching recivers	definition of, or

development, strategies for, 90 evaluation of, 99	IDEA, see Individuals with Disabilities Education Act (IDEA) of 1990
faculty issues in, 86–88, 87 <i>t</i> , 95–96,	Identity circles, 245
98–99	IFSP, see Individualized family service plan
funding for, 97, 98	Illinois
infusion model for, 92	distance education program in, 493
institutional centers for, 95 institutional commitment to, 95–96	early intervention credentialing system, 32, 33t
instructional approaches, 90–98	early interventionist requirements, 30
interdisciplinary field experience	inservice professional development
requirement in, 92–93	programs, 37
interdisciplinary teaching processes for, 93	new occupational categories developed in, 30, 30t
linkages and support for, 97–98	Partnerships Project, 36, 197
long-term program support for, 98	Implementation, 174
missions and standards of excellence for,	Implementing Family-Centered Services in
95–96	Early Intervention: A Team-Based
organizational frameworks for, 93–98	Model for Change, 314, 329
rationale for, 83–84	Improving the Post-Assessment Process:
recommendations for, 94, 94t	Families and Teams Together
resources for, 99–100	(videotape), 328 Inclusion
settings for, 81 structural and organizational issues in, 86,	collaborative consultation in, 403–404
87 <i>t</i> , 94 <i>t</i> , 95, 98–99	definition of, 393
student-related issues in, 87t, 89	and individualized interventions for children
support systems for faculty in, 96–97,	with disabilities, 402–403
98–99	modeling, by higher education faculty,
team teaching in, 93	399–400
university-affiliated, 81–83, 95	models of, 395–396
personnel preparation activities in	preparation for
new visions and strategies for, 81–101	adult learning theory and, 398–399 and certification, 404–405
"parallel play" in, 16	challenges in, 394–395
and state agencies, collaboration in	content, 401–404
personnel development, 36, 97 students, benefits of interdisciplinary	and credentialing, 404–405
approach for, $85t$	developmentally appropriate practices
training programs, benefits of	and, 401–402
interdisciplinary approach for, 85t	family-centered practices in, 401
see also Graduate education, illustrative	follow-up, 400–401
example; University(ies) and colleges	infrastructure barriers to, 405
Higher Education Early Childhood	logistical factors in, 397–398
Articulation Task Force (New	models for, 398–404 process, 398–401
Mexico), 98	program evaluation, 401
Higher Education Service Integration Curricula	resources for, 399, 406–408
Project (Oregon), 95 Hope Infant Family Support Program	strategies for, 398–404
(California), 202–203	structural challenges to, 404–405
Human resources	and understanding typical development as
in personnel development, 18, 535–536,	basis for early childhood curricula,
537 <i>t</i>	402
see also Co-workers; Faculty; Family(ies);	professional roles and responsibilities in,
Parent(s)	396–397
	professionals involved in, education and specialized preparation of, 397–398
IACP, see Individual Agency Change Plan	responsive environments for, 403
ICCs, see Interagency coordinating councils	team building for, 403–404
Idaho, inservice professional development	theoretical frameworks, 394–395
programs, 38	videotapes on, 399, 406, 407

Inclusion—continued	early intervention content in, breadth and
see also Inclusive settings, early	depth of, 109–112
intervention in, personnel preparation	with experienced versus inexperienced
for Inclusion Doutness Ducient (North Coroline) 65	learners, 114–115, 122–123
Inclusion Partners Project (North Carolina), 65	families and, innovative linkages and
Inclusive settings	outcomes, 62t
developmentally appropriate practices in, 401–402	field training sites for, 37
	instructional modules for, 37–38 linkages to states' early intervention
early intervention in, personnel preparation for, 393–410	personnel systems, 120–121
see also Inclusion	parent–professional partnerships in,
Individual Agency Change Plan (IACP), 507f,	435–449; see also
508, 511–512, 513, 522	Parent–professional partnerships
Individual exercises/independent study, as	and preparation for inclusive approaches
teaching/learning practice, 281, 391,	infrastructure barriers to, 405
531 <i>t</i>	see also Inclusion, preparation for
Individualized family service plan (IFSP), 28	and preservice training
form for, moving beyond, 291–292	blending of, state support for, 121-123
goals, formulation of, 338–339	blurring of traditional boundaries
guidelines for, 348	between, 120–121
interdisciplinary programs for personnel	changing roles of, 121
preparation and, 83–84	comparison of, 105–106, 120–121, 496
outcomes	innovative linkages and outcomes, 62t,
formulation of, 338–339	121
writing, for intervention planning,	linking, 495–526
339–341	processes used in, 112–115
process, instruction in, 285f	Professional Development School model,
recommended practices for, 348	68–69
in service coordination instruction, 281	program design
service coordination instruction in, 284f	constraints on, 106–107
service coordinator for, 83–84	guidelines for, 109–117
Individuals with Disabilities Education Act	see also Training program(s), design
(IDEA) of 1990 (PL 101-476), 6,	quality indicators, 536–539, 541 <i>t</i> staff mentoring programs for, 37
63–64, 413 <i>t</i>	states' programs for, 35, 37–38, 42
analysis, framework for, 420	statewide needs assessment for, 38–39
and child assessment, 309	structural elements, 112
Early Intervention Program for Infants and	for teachers, illustrative example, 54
Toddlers with Disabilities (Part H),	Instruction, types of, 132–133
81	Instructional approaches
enactment, context for, 414–415	challenges to, 535–536, 537 <i>t</i> –538 <i>t</i>
early intervention provisions of,	design of, 20
understanding, 422t, 424	checklists for, 536–539, 540t, 541t
enactment, context for, 414–415	and desired training outcomes, matching,
strategies for understanding, 416	115–119, 116 <i>f</i> , 528, 528 <i>f</i> , 529 <i>t</i> –534 <i>t</i>
and evaluation, 310	diversity in, 528
on teamwork, 363	effective
Individuals with Disabilities Education Act Amendments of 1991 (PL 102-119),	characteristics of, 527
254	strategies for spreading, 546
Infant-Toddler Care Project (North Carolina),	innovative, 121
64	implementation of, 20
Infant/Toddler Environment Rating Scale	interdisciplinary
(ITERS), 77, 403, 508, 515	evaluation of, 99
Information transmission, 132	expansion of, factors supporting, 94
Inservice training	institutionalization of, 19, 94, 94 <i>t</i> , 98–99 recommendations for, 94, 94 <i>t</i>
criticisms of, 37	resources for, 99–100
definition of, 105	teaching processes for, 93
distance education for, see Distance	see also Interdisciplinary approaches to
education for, see Distance	personnel preparation
	Personner Propulation

and learner diversity, 527–528	support systems for faculty in, 96–97,
making decisions about, 527–535	98–99
on-site consultation and, 65–66	team teaching in, 93
quality indicators, 536–539, 540 <i>t</i> , 541 <i>t</i>	rationale for, 83–84
selection of, 115–119, 116 <i>f</i> , 528, 528 <i>f</i>	see also Higher education, interdisciplinary
sequencing of, 115–119, 116 <i>f</i> , 528, 528 <i>f</i>	programs
for staff development, 13	Interdisciplinary Teamwork: A Guide for
that mirror family-centered practice, 20	Trainers and Viewers (videotape),
that promote and support change, 535	328
and unanticipated variables that require	International Council for Distance Education,
instructor flexibility, 536, 538t	477
see also Coursework/curricula	Internet
Instructional context, for needs assessment and	child development courses offered via, 36
evaluation, 130–131	Web links
Instruments, for needs assessment, 134t, 147	on children, 49
Integrated therapy, understandings of, 130	for draft legislation and hearing schedules
Interagency coordinating councils (ICCs),	for federal government, 417 <i>t</i>
18–19	on early childhood/early intervention,
local (LICC)	48–49
community forums sponsored by, 63	on federal government, 50
as community program planning team, 64	on general disability, 48
organization of, 57	on general education, 49
in program review, 43	for grant information, 50
in Louisiana, and implementation of team-	for legislative information, 50
based model for change, 497–499	for medical information, 50
Interagency partnerships, 63–65	on parents and families, 49
resources on, 77, 78	for programs and institutes, 50–51
Interdisciplinary approaches to personnel	Interpathy, 230, 231 <i>t</i>
preparation, 81–101	Interpersonal diversity, 225
challenges to, 84–89	Interview(s)
definition of, 81	for needs assessment, 138t–142t, 147
in institutions of higher education	critical incident, 141 <i>t</i> –142 <i>t</i>
administrative issues in, 86–88, 87 <i>t</i> ,	one-to-one, $139t-140t$
95–96	of policy makers, in public policy analysis,
challenges to, 84–89	422 <i>t</i> , 424
course development for, 91–92	in team needs assessment, 368
curricular issues in, 87t, 89	Iowa
evaluation of, 99	certification and licensure standards, unified,
expansion of, factors supporting, 94	for early childhood/early childhood
faculty issues in, 86–88, 87 <i>t</i> , 98–99	special education, 33
funding for, 97, 98	distance education program in, 494
infusion model for, 92	ongoing personnel development in, 35
institutionalization of, 19, 94, 94 <i>t</i> , 97,	ITERS, see Infant/Toddler Environment
98–99	Rating Scale
instructional approaches, 90–98	Rating Scare
interdisciplinary field experience in,	Jeopardy, adaptation of, for understanding
92–93	IDEA provisions, 424
interdisciplinary teaching processes for,	Job aids, in follow-up, 185 <i>t</i>
93	Job analysis, 148
linkages and support for, 97–98	Job assistance, follow-up, 175
long-term program support for, 98	Job seeking, illustrative example, 4
missions for, 95–96	Journal writing/diaries/self-reflection
organizational issues in, 86, 87t, 93–98	as teaching/learning practice, 533t
recommendations for, 94, 94t	see also Self-reflection
resources for, 99–100	Just a Kid Like Me (videotape), 399, 406
standards of excellence for, 95–96	Just a Kia Like 1116 (viacotape), 377, 400
strategies for program development, 90	Kansas
structural issues in, 86, 87 <i>t</i> , 94 <i>t</i> , 95,	certification and licensure standards, unified.
98–99	for early childhood/early childhood
student-related issues in, 87t, 89	special education, 33
Student-Telated Issues III, 0/1, 09	special Education, 33

Kansas—continued early intervention program review process, 42–43	complexity of, 175 definition of, 174 evaluation of, 130
inservice professional development	factors affecting, 175, 176t–177t
programs, 38 Kentucky	follow-up and, 174 planning for, 174
certification and licensure standards, unified,	Lecture, 371, 528–535, 529 <i>t</i>
for early childhood/early childhood	Legislation
special education, 33	demystifying, strategies for, 416, 417t–418t
distance education program in, 493	information about, Internet Web links on, 50
see also Western Kentucky University	and reform efforts in early childhood/early
Knowledge funds of, 242	intervention practice, 6 see also Federal legislation; Policy(ies)
job-related, in service coordination, 282 <i>t</i>	LICCs, see Interagency coordinating councils,
personal, in service coordination, 282t	local
1	Licensure
Taking familia	for early childhood/early childhood special
Latino families	education intervention
cultural sensitivity in early childhood/early intervention practice with, 67	reform in, 33
Madres-a-Madres program for, 67	unified, 33
Laws, see Legislation; Policy(ies); Public	emergency or provisional, 35 and interdisciplinary practica, 468–469
policy	resources on, 43–44
Leadership, service coordination instruction in, 283 <i>f</i>	as standard for early intervention personnel,
Learner(s)	states' approaches to, 30, 35
in community-based approaches to	see also Policy(ies); Standards
personnel preparation, 57	Listening, 267
in distance education characteristics of, 480–481	Louisiana
resources for, 481	ChildNet Personnel Preparation Subcommittee
support services for, 481	needs assessment by, 498–499
diversity, instructional approaches and,	objectives for Part H, 497–498, 498 <i>t</i>
527–528	selection of team-based model for
experienced versus inexperienced, inservice	change, 504–509
training with, 114–115, 122–123	system development effort by, 499–500
involvement, and needs assessment, 148–149	higher education council in, 97
outcomes, for child assessment, 312t, 316t,	Part H personnel preparation in, 516
321 <i>t</i>	organizational framework for addressing, 499–500, 501 <i>t</i> –503 <i>t</i>
participation, evaluation of, 157-164	personnel preparation context in, 497–500,
Learning	516–518
with experienced versus inexperienced learners, 114–115, 122–123	State Interagency Coordinating Council (SICC), 497–499
exploration–action–reflection approach to,	team-based model for change in, to improve
114, 116–117 levels of, 233–234	early intervention programs,
mediated applications, 234	495–526
situated learning experiences, 233–234	Love, in education, 217
theoretical knowledge, 233	
mediation of, 234	
ongoing, 292	Madres-a-Madres program (Chatham County,
problem-based, 371–372	North Carolina), 67
transfer to practice, strategies for supporting,	Maine, distance education program in, 493
see also Adult learning theory	Mainstreaming, <i>see</i> Inclusion Maintenance-of-effort training, in community-
Learning plans, in service coordination	based approaches to personnel
instruction, 280–281	preparation, 60–61
Learning transfer	Majority groups, 224

Monogament	functions, 198, 199 <i>t</i>
Management	
and direct service providers, innovative	negative feedback from other professionals
linkages and outcomes, 62t	about, 201
role in community-based approaches to	in personnel development, 3, 12
personnel preparation, 56, 57t	principles and rationale for, 191–192
see also Administrators	protégés
Maryland, personnel needs assessment in, 38	benefits for, 197–198
Massachusetts	characteristics, qualities, and skills of,
award program for early intervention	200
disciplines, 36–37	definition of, 196–197
awards to early intervention practitioners, 42	resources on, 197, 209-210
cross-disciplinary certification and/or	role confusion in, 201
credentials in, 32	staff, for inservice professional development,
,	37
early interventionist requirements, 30	
grants for students in inservice or practicum	stages of, 198
experience, 42	time demands of, 200–201
inservice professional development	Mentors 'n Mainstreaming (North Carolina),
programs, 37–38	66–67
new occupational categories developed in,	Message sheets, in team building, 376
30, 30t	Michigan, new occupational categories
preservice preparation in, 36–37	developed in, 30, 30t
Master's degree, in early intervention	Mills v. Board of Education of the District of
interdisciplinary, 91	Columbia, 415, 416
	Minnesota, Paraprofessional Training Project,
see also Early Childhood Special Education	488
Master's Program (University of	
Vermont), Family-Based Practicum	Mirroring, children's needs for, 226
Experiment	Mission statement, development of, 386
Maternal and Child Health Bureau, 95	Model(s), addressed to learning objectives,
MCH-Net-Link, 488	373, 385, 529 <i>t</i>
Mediation practice, 250	Modeling
Medicaid, legislation for, 413t	of cultural competence, 230
Medical Education Project (University of	of inclusion, by higher education faculty,
Vermont), 443–446	399–400
goals of, 444–445	Monitoring system, for early intervention
	programs, at state level, 42–43
parent feedback in, 445, 447f	Montana
role of families in, 445, 447f	coaching model for early intervention
role of Parent to Parent staff in, 445	
sessions, description of, 445	professionals, 202
welcome letter for families, 445, 446f	distance education program in, 494
Meetings	new occupational categories developed in,
follow-up, 175–178	30, 30 <i>t</i>
of peer support groups, 179	Motivation, 228
Mentor(s)	Multicultural personnel, in early intervention,
	42
characteristics, qualities, and skills of,	
198–200	
functions of, 198, 199 <i>t</i>	NAEYC, see National Association for the
incentives for, 198	Education of Young Children
rewards and benefits for, 198	Names We Call Home activity, 245
selection of, 201	National Association for the Education of
Mentoring	Young Children (NAEYC), 90–91
benefits of, 197–198	career lattice model, 41
challenges to, 200–201	
	materials on developmentally appropriate
in community-based approaches to	practices, 402
personnel preparation, 66–67	policy on standards for early intervention
components of program for, 200	personnel, 40–41
definition of, 192, 196–197	National Center for the Early Childhood
in follow-up, 183 <i>t</i>	Workforce, The Early Childhood
formal, models for, 197	Mentoring Curriculum, 197

National Child Care Staffing Study, 397	organizational, 151
National Commission on Leadership in	and needs assessment, 149
Interprofessional Education, 95	recognition of, controversy over, 153
National Early Childhood Technical Assistance	verification of, 151
System (NEC*TAS), 7	Needs assessment, 127–171, 133–154
resources from, 44	challenges in, 150–154
Natural environment, interventions in	for community-based approaches, 58, 59
assessment and, linkage, 338–339	current status of, 129–130
challenges to, 337–338	data
characteristics of, 338 context for	relevance of, and method selection, 150
daily routines as, 342–344	types of, and method selection, 150 uses of, 150
identification of, 341–344, 352	decisions regarding, framework for,
naturally occurring events as, 341–344	130–133
planned activities as, 346–347, 358–359	definition of, 133
play and child-initiated actions as, 342	example of, 127–128
historical perspective on, 337	focus on, rationale for, 129–130
for infants and toddlers	formal, criteria for, 150
identification of context for, 341-344	goal of, 154
planned activities as, 344–347, 358–359	individual, factors affecting, 153–154
instructional procedures for, videotape series	instructional context for, 130–131
on, 349	meaningful, 133
intervention schedule (matrix) for, 344, 345f	methods/strategies for, 133–147, 134 <i>t</i> –146 <i>t</i>
linked systems approach to, 338–339	cost of, 150
opportunities for, strategies for increasing,	criteria for, 148–149
347, 360 outcomes writing 330, 341, 351, 353	informal, 148, 149 <i>t</i>
outcomes, writing, 339–341, 351, 353 participants in, 337, 338, 344	multisource, multimethod, 150 selection of, 148–150
planned activities used in, 344–347	time requirements for, 149
development of, 346–347, 358–359	necessity of, 153–154
planning, 337–362	scope of, 153
intervention worksheet for, 344, 346 <i>f</i>	statewide, 38–39
team intervention worksheet for, 344,	target audience of, 131
346 <i>f</i>	target outcomes for, 131
relevant events used in, 341–344	in teamwork goal definition, 367–368
resources on, 348–349	values in, 152–153
services for, identification of, 341–344, 352	Needs discrepancy model, 152
settings for, 337	Network analysis, 148
strategies for, teaching caregivers to use,	Nevada
347, 361–362	distance education program in, 494
team approach for, 338	ongoing personnel development in, 35
Nebraska inservice professional development	preservice preparation in, 36 New Jersey, ongoing personnel development
programs, 38	in, 35
new occupational category developed in, 30,	New Mexico
30t	Higher Education Early Childhood
NEC*TAS, see National Early Childhood	Articulation Task Force, 98
Technical Assistance System	ongoing personnel development in, 35
Needs	New York Medical College, interdisciplinary
agreement on, 151–152	approach to personnel preparation,
attributed, 150–151	course development for, 91, 92
clarification of, 151	Nominal group technique, 377
definition of, 133, 150	for needs assessment, 144t–145t
from ecological perspective, 151	North Carolina
determination of, at state/federal level, 132	agency collaboration in, 17
educational, 151	certification and licensure standards, unified
felt, 150	for early childhood/early childhood
immediate, activity on, 302	special education, 33

community-based approaches to personnel preparation, innovative models, 61–69, 62 <i>t</i> cross-disciplinary certification and/or credentials in, 32 early intervention certification system, 32–33 early interventionist requirements, 30 Higher Education Consortium, 91 Inclusion Partners Project, 65 Infant-Toddler Care Project, 64 inservice professional development programs, 37–38 Madres-a-Madres program (Chatham County), 67 Partnerships for Inclusion (PFI), 61–63, 73, 405 Can I play too? (videos), 407	Open University (United Kingdom), distance education model, 476, 479 Oregon, Higher Education Service Integration Curricula Project, 95 Organizational content, and learning transfer, 177t Organizational needs, 151 and needs assessment, 149 Outcomes of community-based approaches to personnel preparation child and family, 71–72 factors affecting, 70 program-related, 70–71 of interdisciplinary approaches to personnel preparation in institutions of higher education, 99 in personnel preparation, 14–15
instructional materials on inclusion, 407–408 parents' retreat sponsored by, 68 North Carolina Partnerships for Children, 64–65 North Dakota, distance education program in, 494 Northeast Regional Faculty Training Institutes, 36 Nursing practice, in early intervention services, PL 99-457 and, resource on, 473	Paraprofessional Training Project (Minnesota), 488 Paraprofessionals for early intervention service delivery instructional programs for, 42 rationale for, 41 use of, 41 instruction, in technical and community colleges, 97 professionals and, innovative linkages and outcomes, 62t Parent(s)
Objectives opener, for needs assessment, 149t Observation, direct, of children and families, in training process, 112 Observational measures, in evaluation, 161t Observations, for needs assessment, 136t–137t, 147 Occupational categories, new, developed by states, 29–30, 30t, 41 interdisciplinary personnel preparation and, 83–84 Occupational therapy assistants, instruction, in technical and community colleges, 97 pediatric, interdisciplinary personnel preparation for, resources for, 99–100 personnel shortages in, 97 Office of Educational Reform and Innovation, regional educational laboratories, 17 Ohio, ongoing personnel development in, 35 Ohio State University, Center for Advanced Study in Telecommunications, 488 Oklahoma, inservice professional development programs, 38 On This Journey Together: Part I: The Early Years (videotape), 328, 330	effects on public policy, 415 as instructors in personnel preparation, 36, 37, 399 new occupational categories developed for, 30 as presenters, in community-based approaches to personnel preparation, 68 as proactive team members, 340, 415 retreat for, 68 see also Family(ies) Parent to Parent (Vermont), 441 see also Early Childhood Special Education Master's Program (University of Vermont); Medical Education Project (University of Vermont) Parent Training and Information Centers, 17 Parent–professional partnerships benefits of, 436 illustrative example, 435–436 key elements of, 436 in preservice and inservice education establishing, 437–438 facilitation of, 437–443 families' roles in, options for, 438–440, 439t guidelines for, 443, 444f

and evaluation, 157
needs assessment in, 127-171
needs in, 8, 9–15, 133
service coordination in, 277–308
teamwork in, see Team(s); Teamwork
theoretical frameworks for, 105–125
theory testing in, future direction for, 76 Personnel preparation programs
definition of, 105
see also Inservice training; Preservice
training; Training programs
Personnel shortages, 7, 10, 27, 41–43
certification and licensure standards and, 31,
33, 34
in occupational therapy, 97
overcoming, by upgrading skills of existing
personnel, 34
in physical therapy, 97
states' supply-and-demand assessment of, 38–39
PFI, see Partnerships for Inclusion
Physical therapy
assistants, instruction, in technical and
community colleges, 97
interdisciplinary personnel preparation for,
resources for, 99–100
personnel shortages in, 97
PL 74-271, see Social Security Act of 1935
PL 89-97, see Social Security Act Amendments of 1965
PL 92-424, see Economic Opportunity Act
Amendments of 1972
PL 93-112, see Rehabilitation Act of 1973
PL 94-103, see Developmental Disabilities
Assistance and Bill of Rights Act of
1975
PL 94-142, see Education for All Handicapped
Children Act of 1975
PL 99-457, <i>see</i> Education of the Handicapped Act Amendments of 1986
PL 101-336, see Americans with Disabilities
Act of 1990
PL 101-476, see Individuals with Disabilities
Education Act (IDEA) of 1990
PL 102-119, see Individuals with Disabilities
Education Act Amendments of 1991
Planning documents, analysis of, for needs
assessment, 135t
Play assessment of, 342
as context for interventions in natural
environment, 342
Play-based interventions, 10
Policies and procedures, analysis of, for needs
assessment, 135t
Policy(ies)
climate and, 15
definition of, 15, 411 and reform efforts in personnel preparation,

at community level, 74t	origins of, 455–456
see also Certification; Licensure; Public	planning, assembling team for, 463–464
policy; Standards	rationale for, 453–454
Policy makers	recommendations for, 470–471
influencing, gaining insight about, 426t,	resources on, 471–473
427–428	shared philosophy as foundation for, 456f,
interviewing, in public policy analysis, 422t,	456–457, 464–465
424	site supervisors for, 459
role in community-based approaches to	sites for, 460–462, 467–468
personnel preparation, 56, 57t	staff for, 459, 468
writing letters to, 426t, 428	student characteristics, 459
Portfolio approach, in credentialing, 32, 33 <i>t</i>	student supervision in, understanding
Portfolio assessment, linkage to intervention,	different styles and practices in,
339 Davientis abrenie 222	469–470
Poverty, chronic, 222	survey of existing practices, 454–455,
resources for, 221 <i>t</i>	455t
Power issues, 224, 227	time constraints on participants in,
resources for, 221 <i>t</i> Practicum/practica, 532 <i>t</i>	overcoming, 467 nontraditional sites for, 93
choice of sites for, 92–93	Professional Development School model,
illustrative example, 54	68–69
in community-based approaches to	Practitioners, goals for personnel, 3
personnel preparation, 60	Preservice training
family-based	in colleges and universities, 82
applications of, 118	in community-based approaches to
model program design for, 117–118	personnel preparation, 60–61
principles and rationale for, 117–118	content, 120
see also Early Childhood Special	definition of, 105
Education Master's Program	distance education for, see Distance
(University of Vermont), Family-	education
Based Practicum Experiment	early intervention content in, breadth and
illustrative example, 3–4	depth of, 109–112
interdisciplinary, 92–93	with experienced versus inexperienced
and accreditation standards, 468-469	learners, 114–115, 122–123
administrative support for, 458–459, 460,	funding for, 36
469	illustrative example, 54
aims of, determining, 465–466	and inservice training
challenges to, 462–470	blending of, 120–121
collaborative planning for, 465	changing roles of, 121
communication among participants in,	comparison of, 105–106, 120–121, 496
467	innovative linkages and outcomes, 62t,
contextual sensitivity in, 460, 461f	121 Linking 405, 526
disciplines included in, 453 diverse faculty and students in, 457–458,	linking, 495–526
464–465	interdisciplinary approaches
evaluation of, 462, 470	resources for, 99–100 strategies for program development, 90
faculty for, 459, 463–464, 469–470	linkages to states' early intervention
families in, 459–460, 462, 465	personnel systems, 120
federal support for, 470	parent–professional partnerships in, 435–449
flexibility of participants in, 459–460,	models of, 443–448
462	see also Parent–professional partnerships
illustrative example, 466–467	and preparation for inclusive approaches
implementation of, 453–474	infrastructure barriers to, 405
implementation strategies for, 462–470	see also Inclusion, preparation for
and institutional support for innovation,	process, 112–115, 120
458–459	Professional Development School model,
key elements of, 453, 456-470	68–69
and licensure/certification requirements,	program design
468–469	constraints on, 106–107
model for, 457–458	guidelines for, 109–117

Preservice training—continued	Program participants, and learning transfer,
see also Training program(s), design	176 <i>t</i>
quality indicators, 536–539, 540t	Program practices, evaluation of, 163t
states' programs for, 35–37, 42	Program review, for early intervention
statewide needs assessment for, 38–39	programs, at state level, 42–43
structural elements, 112	Project BRIDGE team assessment, 367
unidisciplinary versus interdisciplinary, 82,	Project CLASS (Montana), 202
84 D: : : : : : : : : : : : : : : : : : :	Project Copernicus, 318, 372
Primary interventionist, in transdisciplinary	Delivering Family-Centered, Home-Based
model for early intervention, 84	Services (videotape), 269, 272, 314,
Principles of sound pedagogy	330, 375, 379 Project Delecte 318
and need for cultural competence, 228–229 resources for, 220 <i>t</i>	Projects as teaching/learning practice, 373
Priority matrix, for needs assessment,	Projects, as teaching/learning practice, 373, 386, 416, 531 <i>t</i>
143 <i>t</i> –144 <i>t</i>	Public policy
Problem solving, as teaching/learning practice,	analysis, 411–431
269–271, 282, 302, 373, 384, 531 <i>t</i>	by analyzing vignettes, 423 <i>t</i> , 425
Problem-based learning, 371–372	competencies for, 411–412
Problem-solving skills, 269–271	by evaluating policy effectiveness, $423t$,
in family-centered practices, 266-271	424
instruction in, 267	framework for, 419-421
learning outcomes related to, 257t	by identifying stakeholder values,
process activity form for, 270f	421–424, 422 <i>t</i>
resources for, 271	by interviewing policy makers, 422t, 424
in service coordination instruction, 281	key questions in, 420, 420f
in team building, 377–378	model for, 419t, 419–425
Problem-solving structures, 16f, 18–19	rationale for, 411
integration into existing ecology, 19–20	teaching, challenges to, 412
and reform efforts in personnel preparation,	teaching strategies for, 421–425,
at community level, 75 <i>t</i> Process mapping/process studies/flowcharts,	422t-423t
251	and climate for reform, 15 context for, understanding, 412–419
as teaching/learning practice, 282, 301,	by adopting a family perspective, 416,
531 <i>t</i>	418 <i>t</i>
Processes, as focus of early intervention	by conducting court debates, 416, 417t
training, 109	by creating context collages, 416, 417t
Professional development, short-term activities,	by demystifying legislation, 416,
as instructional events, 38	417t - 418t
Professional Development School (PDS),	by environmental scan, 418t, 419
68–69, 73	teaching strategies related to, 415–419,
Professional organizations	417t-418t
distance education vehicles, 488	definition of, 411
and national early intervention standard, 39 national recognition of early intervention	in early intervention families' perspectives on, 412
personnel preparation, 39	historical perspective on, 412
personnel development role for, 12	laws related to, 412, 413 <i>t</i> –414 <i>t</i>
Professional–family partnerships	practitioners' perspectives on, 412
in personnel preparation, 11	effectiveness, evaluation of, 423 <i>t</i> , 424
principles and rationale for, 437	impact of, critiquing, 419–425
see also Parent–professional partnerships	implementation 2
Professionals	challenges and barriers to, identification
and paraprofessionals, innovative linkages	of, 421
and outcomes, $62t$	examination of, 420 <i>f</i> , 420–421
resource/support, role in community-based	influencing, 421, 425–428
approaches to personnel preparation,	teaching strategies for, 425–428, 426 <i>t</i>
56–57, 57t	by writing letters to policy makers, 426t,
Program content, and learning transfer, 177t	428
Program design and implementation evaluation of, 157	program objectives, identification of, 421 recommendations for action on, formulation,
and learning transfer, 176 <i>t</i>	421, 425–428
	, .

by conducting mock hearing, 426 <i>t</i> , 427 by developing persuasive arguments,	for blending of preservice and inservice training, 122
426t, 428 by evaluating oral testimony, 426t, 427	for faculty in interdisciplinary instructional
by gaining insight about influence, 426 <i>t</i> ,	effort, 88, 98–99 identification of, in context of family-
427–428	identified need, 261
value base for, understanding, 420	instructional, 17–18, 535–536, 537 <i>t</i> –538 <i>t</i>
see also Policy(ies)	management of, 17–18, 39
see wise I oney (105)	instruction in, 285f
	for personnel preparation, 16 <i>f</i> , 17–18
Qualified personnel, states' structures to	fiscal, 17, 535–536, 537 <i>t</i> –538 <i>t</i>
ensure, 30–33	human, 18, 535–536, 537 <i>t</i>
see also Credentialing; Standards	material, 17–18, 535–536, 537t
Quality	states' review process for assessing, 39
in personnel preparation, 6	see also Financial support
defining and evaluating, 13–15, 545	and reform efforts in personnel preparation,
indicators of, 536–539, 540 <i>t</i> , 541 <i>t</i>	at community level, 74t
in service provision, 6, 14–15	versus services, service coordination
Questioning, 267–268 Questionnaires, for needs assessment, 134 <i>t</i>	instruction in, 284f
Questions, burning, for needs assessment, 134 <i>t</i>	Reverence, in education, 217
Questions, burning, for needs assessment, 1471	Reverse mainstreaming, 395
	Review, opportunities for, in community-based
Readings, addressed to learning objectives,	approaches to personnel preparation,
258–260, 417 <i>t</i> –418 <i>t</i> , 529 <i>t</i>	60–61
Recommended practices, resources on, 44	Rhode Island
Records, analysis of, for needs assessment,	early interventionist requirements, 30
135 <i>t</i>	preservice preparation in, 36
Reflecting content, 268–269	Right from the Start (videotape), 399, 407
Reflecting feelings, 268	Road Trip (game), 422t, 424
Reform(s)	Role playing
educational, 15	in public policy analysis, 423t, 425
institutionalization of, 19, 98–99 Reform efforts	scripted, as teaching/learning practice,
	299–300, 533 <i>t</i>
in early childhood/early intervention practice, 6–7	as teaching/learning practice, 299–300, 318, 335, 423 <i>t</i> , 425, 533 <i>t</i>
evaluation and monitoring efforts for, 21	Role transition, 374, 375 <i>t</i>
follow-up strategies for, 21	Roles of early interventionists, 6, 10–11, 76
goals and action plans for, 20–21	cross-discipline, and training content,
integration into existing ecology, 19–20	108–109
involvement of all relevant stakeholders, 20	and training content, 107–109
in other fields, lessons learned from, 19-21	within-discipline, and training content,
and personnel preparation, 15-19	108–109
challenges to, 546	Routines
future directions for, 545–547	appropriate for intervention planning,
support for, 20	delineating, 343, 355
Refresher sessions, in follow-up, 186t	as context for interventions in natural
Regular Education Initiative, 6	environment, 342–344
Regulations, see Policy(ies)	defining
Rehabilitation Act of 1973 (PL 93-112),	activity for, 343, 354
Section 504, 413 <i>t</i>	case study for, 343, 357
Relationships, in implementation of early	definition of, 342
intervention roles, 109	embedding interventions into, 343–344,
Reports, analysis of, for needs assessment,	402–403
135t Research information disseringtion of 20	gathering information about, activity for, 343, 356
Research information, dissemination of, 20 Resource libraries, 17–18	.34.3. 3.30
1\count \ 1101a11\co, 1/-10	
	types of, 342
Resource map activity, 301	
	types of, 342

Salaries, in early childhood/early intervention practice, 10	SIFT, see Skills Inventory for Teams SIFT, see Southeastern Institute for Faculty
Same Time, Same Place (videotape), 399, 407 Satisfaction evaluation, 156, 158t, 164 instructor's, 164	Training Simulations, as teaching/learning practice, 427, 531t
Scales, for needs assessment, 134 <i>t</i>	Situated learning, 233–234
School-Age Care Environment Rating Scale (SACERS), 77	Skills, of staff, assessment, Best Practices in Integration (BPI) Inservice Training
Second-order outcomes, evaluation of, 164–165	Model guidelines, 400f, 400–401 Skills Inventory for Teams (SIFT), 367, 368t,
Self, taking care of, service coordination instruction on, 283 <i>f</i>	379 Smart Start (North Carolina), 64–65
Self-assessment	Social constructivist paradigm, and children's
in evaluation, 158t	cultural needs, 226–227
for needs assessment, 149t	Social positioning, 224, 227
in service coordination instruction, 280-281	resources for, 221t
as teaching/learning practice, 266, 315, 400, 400 <i>f</i> , 533 <i>t</i>	Social Security Act Amendments of 1965 (PL 89-97), Title XIX, 413 <i>t</i>
as training tool, 119	Social Security Act of 1935 (PL 74-271), Title
Self-awareness, and stereotypes, 231	V, 414 <i>t</i>
Self-reflection, 230–233	Social stress, increased, and children's cultural
resources for, 220t	needs, 227–228
see also Journal writing/diaries/self-	South Dakota, distance education program in, 494
reflection	Southeastern Institute for Faculty Training
Service coordination	(SIFT), 17, 18, 19, 96
approaches to, instruction in, 284 <i>f</i>	follow-up evaluation, 536–539
beginning, activity on, 299–300	outcomes of, 536–539, 546
boundaries in, defining, 291 competencies in, 279, 280 <i>t</i>	review of early intervention personnel
family-centered, 277	preparation research, 536
instruction in, 277–308	Special education
activities for, 283f–287f, 299–308	personnel training curriculum, breadth and
approach to, 279–282	depth of, 110–111
challenges in, 282–293, 288 <i>t</i>	see also Early childhood special education
field-based experiences for, 305–306	Staff developer, in needs assessment, 152
framework for, 281–282	Staff development
ongoing, 292	agency-based opportunities, 11–12 community-based opportunities, 12
problem-solving approach to, 281	comprehensive coordinated system for,
resources for, 294–295	11–13
strategies for, 282–293	cultural diversity and, 67
topics for, 304	future direction for, 76
knowledge areas in, 279	inservice programs, statewide, 35, 37-38,
mandated, 277	42
negative consequences of, unintended, 290–291	interdisciplinary approach for, at state level, 28
recommended practice in, definition of, 277–278	limited options for, 13
relationship as basis for, 289	Standards
resources for, organization of, needs-based	in Comprehensive Systems of Personnel
taxonomy for, 307–308	Development, systems enabling current personnel to meet, 34–35
roles in, defining, 291	for early childhood/early childhood special
Service coordinator	education certification and licensure
as change agent, assistance for, 292-293	and personnel shortages, 31, 33
support for, 292	reform in, 33
Service integration, 6	unified, 33
Service providers	for early intervention personnel
qualified, 13–14	and curricular issues in interdisciplinary
role in community-based approaches to	personnel preparation, 87t, 89
personnel preparation, 56, 57t	national consensus on, promoting, 40–41

at state level, 27-28, 40-41	tuition reimbursement by, 35
extensiveness of, 31–32	Stereotyping, 218, 231
inclusionary, 32–33	Storytelling, as teaching/learning practice,
for interdisciplinary practica, 468–469	374, 387, 423 <i>t</i> , 425, 531 <i>t</i>
for professionals, 14, 40	Strategic planning
see also Policy(ies) Start-up support, in community-based	community program planning teams for, 63–65
approaches to personnel preparation,	processes, in community-based approaches
60–61	to personnel preparation, 58–59
State support	Student(s), in interdisciplinary programs in
for blending of preservice and inservice	institutions of higher education, 87
training, 121–123	89
for interdisciplinary personnel development	Summative evaluation, 156
programs, 91	Supervision
for interdisciplinary personnel preparation in	clinical model of, 193, 194t, 196, 534t
institutions of higher education, 97	cognitive-based, 195t
for ongoing personnel development, 34–35	collegial, 194 <i>t</i> , 196
for personnel preparation	in community-based approaches to
future direction for, 76 "parallel play" in, 16	personnel preparation, 66–67
policy and, 76	contingency, 195t, 196
for team-based model for change to improve	definition of, 192
early intervention programs,	developmental, 194 <i>t</i> , 196 differentiated, 194 <i>t</i>
509–510	in educational and organization theory
States	literature, 192–193, 194 <i>t</i>
agencies, personnel development role for,	goals of, 192–193
12, 122–123	individualized
climate for reform in, 15	in training process, 112, 196
collaborative personnel preparation	see also Coaching; Mentoring
structures, 39	models of, 193, 194 <i>t</i> –195 <i>t</i>
Comprehensive System of Personnel	organizational, 194t, 196
Development, 16–17, 19, 496 credentialing systems, 30–33	peer, 194 <i>t</i>
distance education programs, see Distance	principles and rationale for, 191–192
education, programs; specific states	purposes of, 192–193
faculty development institutes, 36	resources on, 209–210
inservice professional development	scientific, 195 <i>t</i>
programs, 35, 37–38, 42, 121–123	self-directed, 195 <i>t</i>
needs assessment process in, 38-39	skills-focused, 195 <i>t</i>
Parent Training and Information Centers, 17	social work, 193, 195 <i>t</i> strategies for, 193
personnel development systems, 27–47	supervisors for
components of, 28, 28f	challenges to, 193, 195–196
design and implementation	and facilitation of organizational change
issues, challenges and strategies in, 29–33	196
and PL 99-457, 27–28	roles of, 193, 195–196
occupational categories, 29–30, 30t, 41	Supervisory briefing, for needs assessment,
personnel configurations, 29–30	149 <i>t</i>
preservice personnel preparation programs,	Support, in follow-up
35–37, 42, 121–123	importance of, 174, 175–176
problem-solving structures, 16f, 18–19	on-site, 175
and reform efforts in early childhood/early	in staff development, 175
intervention practice, 6–7	Support groups, 175
resource libraries, 17	in follow-up, 184 <i>t</i>
rules and regulations, service coordination	peer, 178–179
instruction in, 284f	teacher, 182 Surveys, for needs assessment, 134 <i>t</i>
standards for early intervention personnel, 14, 27–28, 40–41	Switchboard, Internet address, 51
extensiveness of, 31–32	Sympathy, 231 <i>t</i>
inclusionary, 32–33	Systems change, dealing with, 254–255

Task analysis, 148 as teaching/learning practice, 343, 354,	fiscal support for, 509–510 resources on, 524
532t	team members' perspectives on, 518–521
Teacher(s)	as two-phase process, 522–523, 523f
early intervention, education and specialized	key features of, 500–504
preparation of, 397–398	lessons learned from, 518–523
inservice training for, illustrative example,	local team meeting, sample agenda for,
54	513–514, 514 <i>f</i>
role in service delivery, 13	organizational framework for, 500,
staff development for, financial barriers to,	501 <i>t</i> –503 <i>t</i>
17 To 1	origins of, 497–500
Teacher support groups, 182	processes for, adapting, 508–509
Teaching, with experienced versus	rationale for, 495–496
inexperienced learners, 114–115,	resources on, 524
122–123	roles and responsibilities in, 500–504
Team(s)	self-assessment process in, 504, 505f–506f
characteristics of, 373	site-specific processes in, 512–513
activities on, 383–385	site-specific team composition and roles in,
mission, philosophy, and values of, 373	510–511
activities on, 386	team composition and roles in, adapting,
personnel preparation for, resources for,	507–508
378, 379–380	Team Member Screening Scale, 511
Team approach	team processes and outcomes, stages of
illustrative example, 4–5	trust and, 521–522
interdisciplinary, 6	team screening scale, 511, 512f
for interventions in natural environment,	tools for, 505f-506f, 507f, 508, 511-512,
338	512 <i>f</i>
Team building, for inclusive service delivery,	see also Individual Agency Change Plan
403–404	Teams You Hate activity, 383
Team Development Scale, 367	Teamwork
Team development wheel activity, 385	agenda for
Team Effectiveness Rating Scale, 367	commitment to, 369–370
Team members	development of, 368–369
challenges for, 363–366	in early childhood/early intervention
leadership of, 373–374, 374 <i>f</i>	practice, 10–11
roles and responsibilities of, 373–375	effective, activity on, 384
activities on, 387	expectations of, 370
Team training	goal of, defining, needs assessment for,
models, 118–119	367–368
strategies for, 118–119	organizational barriers to, 365–366
Team-based model, and needs assessment, 152	participation in, commitment to, 369–370
Team-based model for change, to improve	personnel preparation for, 363–391
early intervention programs,	activities for, 370–372
495–526	challenges in, 363–366
adapting, in Louisiana, 504–509	content for, 372–378
benefits of, for institutions of higher	
education and early intervention	evaluation of, 372
service providers, 523–524	opportunities for, lack of, 364–365
change process in, 504, 507f	planning for, 366–372
definition of, 496	resources for, 372–378
development of, 497–500	role play in, 372
impact of, evaluation, 515–518, 517t	structure for, 370
implementation of	see also Collaboration
administrator's perspective on, 519–521	Technical assistance teams, regional, 18
case study of, 510–515	Technology, and early intervention personnel
consumer's perspective on, 518–519	development, 43; see also Internet
diversity in, 522	Television, interactive, for distance education,
faculty member's perspective on, 521	481–485, 482 <i>t</i>

Texas	see also Inservice training; Preservice
new occupational category developed in, 30,	training
30t	Transactional distance, for distance education,
ongoing personnel development in, 35	477
Theory testing, in personnel preparation, future	Transdisciplinary Arena Assessment Process:
direction for, 76	A Resource for Teams (videotape),
Third choice activity, 247–248	318, 330
Train-and-hope approach, 129, 174, 188	Transdisciplinary model, for early intervention,
Training of trainers	84
for blending of preservice and inservice	resources on, 348, 472
training, 122	see also Practicum/practica,
for coaching, 202	interdisciplinary
Training program(s)	Transfer of learning, see Learning transfer
challenges to, 106–107	Transfer of training, approaches for
changing role of, 121	supporting, 114
components of, 106	Transition activity, 303
content, 107–115, 108 <i>t</i> , 120–121	Transition training
advocacy-related, 108–109	in community-based approaches to
cross-discipline, 108–109	personnel preparation, 60–61
family-related, 108–109	resource for, 77–78
infant-related, 108–109	Trauma, 222
interagency-related, 108–109	resources for, 221t
and personal and professional qualities	Trust
and values, 108–109	building, in development of community-
and process, matching, 115–119	based approaches to personnel
and process, matching, 113–119 and roles of early interventionists,	preparation, 72–73
107–109	stages of, effects on team processes and
subareas, 109, 110	outcomes, 521–522
team-related, 108–109	Tuition reimbursement, by states, 35
whole-role perspective on, 110–112	
within-discipline, 108–109	UAPs, see University affiliated programs
definition of, 105	Unemployment, and children's cultural needs,
design, 105–125	227
checklists for, 536–539, 540 <i>t</i> , 541 <i>t</i>	United Cerebral Palsy National Collaborative
components of, 107–115	Infant Project, 84
constraints on, 106–107, 120–121	University affiliated programs (UAPs)
content, 107–115, 108 <i>t</i> , 120–121	advantages and disadvantages of, 82, 83
contextual factors affecting, 106–107	components of, 82
model for, 115–119	interdisciplinary, 81–82, 95
principles, practical applications, 115–119	University(ies) and colleges
process, 112–115, 113 <i>t</i> , 120–121	coursework in early childhood/early
effective, strategies for spreading, 546	intervention practice, shortcomings
efficacy, and program design, 115–116	of, 10–11, 13
efficiency, and program design, 115–116	in early intervention instruction
with experienced versus inexperienced	interdisciplinary programs, 81
learners, 114–115, 122–123	role of, 82–83
outcomes desired, and program design,	faculty, and early childhood/early
107–112, 115–119, 116 <i>f</i>	intervention practice, 11
parent–professional partnerships in,	preservice personnel preparation programs,
435–449; see also	35–36
Parent–professional partnerships	illustrative example, 54
process, 112–115, 113 <i>t</i> , 120–121	University of Connecticut, interdisciplinary
and content, matching, 115–119, 116 <i>f</i> ,	approach to personnel preparation,
528, 528 <i>f</i> , 529 <i>t</i> –534 <i>t</i>	course development for, 91–92
with experienced versus inexperienced	University of Georgia, Interactive Teaching
learners, 114–115, 122–123	Network, 488
quality indicators, 536–539, 540 <i>t</i> , 541 <i>t</i>	University of Vermont Partnership for Change, 95
quanty mulcators, 330–339, 3401, 3411	randiciship for Change, 93

University of Vermont—continued see also Early Childhood Special Education Master's Program (University of Vermont); Medical Education Project (University of Vermont) Utah	support for interdisciplinary personnel preparation in institutions of higher education, 97 Virginia Commonwealth University (VCU), interdisciplinary approach to personnel preparation, course
career ladder/lattice credential system in, 41–42 distance education program in, 493 early intervention personnel in, 30, 31f new occupational category developed in, 30,	development for, 91 Virginia Institute for Developmental Disabilities, course development for, 91 Virginia Polytechnic Institute and State
30 <i>t</i> preservice preparation in, 36	University, child development courses, 36
Validation, children's needs for, 226	Washington, personnel needs assessment in, 38 West Virginia distance education program in, 494
Values	preservice preparation in, 36
in evaluation, 168	Western Kentucky University, interdisciplinary
in family-centered practices, 263-266	early childhood program
learning outcomes related to, 257t	philosophy statement for, 456, 456f
as focus of early intervention training, 109	practicum design and implementation,
formulation of, 114	466–467
in needs assessment, 152–153	What's Wrong with This Picture activity,
stakeholder, identification of, in policy	299–300
analysis, 421–424, 422 <i>t</i>	Who Decides activity, 371, 377
of team, 373, 386	Wisconsin
underlying public policy, understanding, 420 Vermont	distance education program in, 494 Parents as Presenters model, 36
new occupational categories developed in, 30, 30t	Wisconsin Personnel Development Project, 261
see also Parent to Parent (Vermont);	Work samples, analysis of, for needs
University of Vermont	assessment, 135t
Videotape(s), addressed to learning objectives,	Workshops
264, 313, 328, 329, 330, 331, 349,	example of, 127–128
399, 402, 406, 407, 422 <i>t</i> , 424, 484 <i>t</i> ,	inservice, as instructional events, 38
530 <i>t</i>	for parents, illustrative example, 54
Violence, increased, and children's cultural	for personnel preparation, "parallel play"
needs, 227–228	in, 16
Virginia	staff development through, 13
early interventionist requirements, 30	illustrative example, 54
inservice professional development	inadequacies of, 14
programs, 38	Write to learn/guided reflection, as teaching/
Institutions of Higher Education Training	learning practice, 282, 303, 341,
Council, 97	351, 353, 428, 532t, 533t Written by Harself: An Anthology of Woman's
new occupational category developed in, 30,	Written by Herself: An Anthology of Women's
30t	Autobiographies (Ker Conway), 426t, 427
	,